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THIRTY-FIRST ANNUAL REPORT
OF THE
Superintendent of Public Instruction
OF THE
STATE OF MICHIGAN,
WITH
ACCOMPANYING DOCUMENTS,
FOR THE YEAR 1867.



BY AUTHORITY.

LANSENG:
JOHN A. KERR & CO., PRINTERS TO THE STATE.
1867.

NOTICE.

The Annual Report of the Superintendent of Public Instruction for 1867 is forwarded to the several County Superintendents of Schools, (and in Counties having no Superintendent, to the County Clerks,) for distribution as follows:

One copy to each County Clerk, County Treasurer, Township Clerk, (for the use of School Inspectors,) and District Director.

Where there is a district library, the copy furnished to the Director should be deposited in such library; and where there is no library, the Director should deliver the Report, with those of other years in his possession, to his successor in office.

In a public document of this kind, there is necessarily some matter which to many will be somewhat "dry;" but special care has been taken to avoid this evil as far as possible; in all things studying brevity, and condensing important facts and statistics within the smallest possible compass. It is hoped that success in these respects has been so far attained that any person interested in educational affairs will not find the time necessary for a perusal of the work, wholly lost.

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DEPARTMENT OF PUBLIC INSTRUCTION, }
OFFICE OF SUPERINTENDENT, }
Lansing, Dec. 28, 1867. }

To his Excellency, H. H. CRAPO, Governor of the State of
Michigan:

SIR—I have the honor to submit herewith, in accordance with the provisions of the laws of the State, the annual report of the Department of Public Instruction, and the accompanying documents, for the year of our Lord, 1867.

I remain very respectfully,

Yours, &c.,

ORAMEL HOSFORD,
Superintendent of Public Instruction.

R E P O R T .

The very general prosperity attending the schools and institutions of learning of this State for the past year, renders the task of making this report a pleasant and easy one.

Plans which required years to mature, are beginning to yield a harvest of grand results. It is claimed that Michigan cannot at all compare with other Western States, in the marvelous increase in population, or in the rapid development of material wealth. Be this as it may, of one thing we may boast: that in the facilities furnished for the acquisition of learning, we are the peer of any State; nor are we excelled by any in interest felt in the various institutions of learning, from the primary school to the University.

But, while we rejoice, as we surely *ought* to do, in whatever may encourage us in our work, we would not be blind to those things which are hindrances to the complete and universal success of our schools.

The reports from the County Superintendents speak of fine school-houses and excellent schools, and of poor school-houses and poor schools, of school-houses, so-called, that are unworthy the name, and of the daily assembling of persons, in the capacity of teacher and pupils, that could hardly be dignified by the name of school.

From these reports we are led to see and realize, as perhaps never before, the real condition of the public schools of the State, and what is required to render them as efficient as they were designed to be. In many localities, vigorous exertions are made to remove every obstacle to their complete success. Many districts which have *endured* for years, a poor school-house, be-

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cause they felt compelled to do so, from a want of ability to build a better one, are now feeling that the time for the plea of inability is past, and are making preparations to erect a house comfortable and convenient. The people are also becoming satisfied that it is not the cheapest thing that costs the least, and are willing to pay higher wages, that they may get better teachers. Many of the things which are still in the way of the highest prosperity of our schools, will doubtless be removed by the present system of school supervision.

Doubts were entertained by many with regard to the success of the system of County Superintendency. It was an experiment in this State, yet not an experiment new and unheard of, but one whose success was confidently predicted by its friends, from its good results in other States. Fear was entertained that men unfit for the position would be chosen, if the decision should be left to the popular vote. The election shows that there was but little ground for that fear, as no better men could be found to perform the duties of the office, than most of the present incumbents.

Immediately after the Superintendents came into office, they were invited to meet at Jackson, and nearly all were present. Topics pertaining to the interests of the schools were discussed, as well as many questions pertaining to the duties of the office of Superintendent. A plan was adopted to secure a uniform system of examinations throughout the State, and a uniform method of school visitation.

An admirable spirit prevailed through the meeting, and all seemed zealously inclined to their work, and expressed a determination to perform faithfully the various duties of their office. With what fidelity and success they have labored, their reports will show. They will also show the favor with which this new system of supervision has been received by the people. In some places the prejudice which at first existed against the system has given way, and it is now looked upon with favor.

In those counties where the prejudice was so great as to induce the Supervisors to fix the rate of compensation at the

lowest sum the law would allow, and to limit the time to be employed by the Superintendent to the fewest number of days possible, the success of the system may not have been as manifest as in other counties where the Supervisors were disposed to second every effort of the Superintendent, and were ready to grant adequate appropriations of both money and time, to enable him to do a good work. In these counties the system is received with the highest favor.

The cordial reception which has been so universally extended to the Superintendents by the people, has been fully appreciated by them, and has been deemed worthy of especial mention.

RESULTS.

It is quite too early to look for any very general results from the system so recently entered upon. There are some fruits already; or perhaps they had better be called signs of a coming harvest. One of these is an increased interest on the part of the people in the public schools. It is true this interest is spoken of as just awakened—such an interest is often transient and soon gone, but the conviction is expressed that this will be permanent and become pervading. If this interest were all that had been accomplished, and the securing of its permanency be all that could be hoped for from the present system of school supervision, the State would be fully compensated for all the additional expense incurred in its inauguration and prosecution.

Another marked result of the new system, is the evident anxiety exhibited by the teachers to more thoroughly prepare themselves for their work. Fear that they might fail to secure a certificate, was doubtless the first motive to induce them to seek a more thorough preparation to teach, but a higher motive is already exerting its influence. The dignity of the profession and the importance of doing their work well are realized by teachers as never before, and are inducing them to seek earnestly a higher standard of scholarship. No one who is at all familiar with the present interest felt among teachers, doubts

that we are soon to have a much better class than have usually been employed in the public schools.

The frequent change of teachers in the schools, is a very serious evil, and one that has become nearly universal. It is so common that neither teachers or school officers think of making arrangements for more than one term. To employ the same teacher for a year is unusual, and for a teacher to remain in the same school for a series of years, is remarkable. The rule is, a change of teacher with each term of school.

The evils of this custom are by no means appreciated. In a single term there is scarcely time for teacher and pupils to become acquainted. When one comes to know the peculiarities of his pupils, and to understand their special characteristics, he is better prepared to instruct them. The pupils also, are in a condition better adapted to receive instruction, when they are thoroughly acquainted with their instructor.

No school can secure a desirable reputation that changes its teacher every year. All of our best schools continue the same teachers for a series of years. A good school is not the growth of a day or a year, but many years are required to form a character that will command respect. Yet the continued connection of a teacher with the school is deemed of so little importance, that a change is made upon the slightest provocation, and often without any reason whatever, except it be that it has been the custom to change. This evil, it is believed, will be greatly modified through the efforts of the County Superintendents.

Some of the Superintendents have commenced to organize courses of study for the schools of their counties. This is a movement in the right direction. The random manner in which the various studies are pursued, must result in an utter want of interest in those studies, and there follows, as a necessary consequence, a loss of interest, then great irregularity of attendance, and finally the abandoning of the schools altogether, long before any thing like what is called a common school education has been acquired.

In pursuing a regular course of study, the pupil has a defi-

nite end to accomplish, and this holds him to his work until it is finished. The power which our colleges and seminaries have to hold their students, year after year, lies very largely in their fixed courses of study. If the students were permitted to pursue this or that study, as inclination might dictate, and if they were allowed to continue any study so long as they might choose, and no longer, they would soon lose all interest in their studies, and leave the college; the routine of duties it imposes being unendurable.

A definite course of study not only induces students to pursue it a longer time than they would study without this course, but they will also accomplish very much more in a given time; for the work of a term is marked out, and each day's task is determined. This fact acts as a constant stimulant to both teacher and pupil. With fixed courses of study it would be difficult to estimate the increase of valuable work which our schools would accomplish. But the best results of this arrangement can be realized only by retaining the teachers permanently in the schools.

A plan has been adopted by many of the Superintendents, of bringing together patrons, teachers and pupils, those living within convenient distances, and holding a school celebration. A very deep interest has been awakened by these gatherings, as is shown by the numbers who have attended them. Hundreds, and even thousands are reported to have been present at some of these meetings, and the various exercises of the occasion were highly enjoyed. These are holidays, seasons of pleasure and rational enjoyment. They are also opportunities for imparting instruction, and making lasting impressions, that will be of great service to many, when called to grapple with life's stern realities.

Many youth, while engaged in the exercises assigned them, which give peculiar interest to these occasions, have, for the first time, had awakened within them, those earnest desires and manly resolves, which led them to fit themselves for lives of noble effort and great usefulness. Then, let these celebrations be repeated in places where they have already been held, and

let them be introduced into all other counties. Men from any of the professions will be found, who would gladly aid the Superintendent and teachers on such an occasion, and men not belonging to the professions, farmers, mechanics, merchants and others, can easily be induced to take part in the exercises, who may utter sentiments which the children and youth will carry with them through life.

The influence which the Superintendents are exerting to induce the school officers to make the necessary repairs upon their school-houses and all that pertains to them, should not be passed unnoticed. Improvements have already been completed upon some houses, and many promises given that others shall be made during the present year.

The school-houses in many districts are in a dilapidated condition, the grounds, small as they are, remain unfenced, and the whole appearance is unsightly, and extremely forbidding. This condition of things is suffered to remain, year after year, not because of the poverty of the people, nor because they are unwilling to be at the expense of making the necessary improvements, but simply from a want of interest. Their attention has not been called to the matter with sufficient earnestness to lead them to act. The Superintendent will be a constant monitor calling for the performance of neglected duties. With but little extra effort on the part of the proper officers, an entire and speedy change could be effected in the appearance of the many school-houses that are now so repulsive. With the money and labor which could be easily secured, they might be rendered attractive and beautiful. We hope to see these changes speedily effected, and the school rooms supplied with blackboards, charts, globes and all those appliances necessary for the successful prosecution of the teacher's work.

From the reports of the various Superintendents, it appears that but little, if any, attention is given to the subject of ventilation. No provision whatever has been made to furnish a supply of pure air to the pupils in the densely crowded rooms. On the contrary, the great effort seems to have been, to pre-

vent any change of air, and the effort has proved remarkably successful.

Having, by request, prepared a paper upon this subject, for the Convention of County Superintendents, the farther request was made, that it be inserted in this report. Although the discussion is a lengthy one for such a document, the importance of the subject would seem to demand that we should comply with the request.

VENTILATION.

The objects of ventilation are, to supply pure air, of the proper temperature, and to remove that which has become impure. The demand for a constant supply of fresh air, arises from the wants of our physical natures.

Air is the great purifier of the blood. The blood, as found in the right side of the heart, is a compound of three kinds of matter:

1st. The part of the blood which has been returned from the extremities.

2d. The worn out or rejected particles of the various tissues of the body.

3d. The chyle which has entered the veins through the lacteals.

This compound is in a large degree charged with carbonic acid and water. In this condition it is entirely unfit to supply the wants of the body, and if returned to the extremities, it would create disturbance and general derangement. It must first be sent to the lungs, and there be brought in contact with the air, which takes place in the air cells.

By this contact the blood undergoes an entire change. The carbonic acid and water are liberated; oxygen from the air is absorbed by the blood, changing the dark purple compound to a bright scarlet. The blood is thus relieved of the dead and useless portion and supplied with living particles, ready to be carried back to supply the constant waste of the system.

To secure the complete purification of the blood, pure air is

required. Hence, air that has once been breathed, should never be inhaled a second time, for it is, to a considerable extent, saturated with water, and contains a large amount of carbonic acid. In this condition, it is unfit to be received into the lungs.

Physiologists tell us that when air contains more than three and one-half per cent. of carbonic acid, it cannot be inhaled without detriment, and yet more than four per cent. of this acid is added to the volume of air inhaled at each respiration.

A two-fold evil arises from breathing air thus vitiated. First, the blood which has reached the lungs charged with carbonic acid and water, must be returned to the extremities but partially cleansed, as but a part of the impurities can be removed, for the impure air received has its capacity for holding carbonic acid and water greatly diminished. This is seen in the sponge; when partially filled with water, it will take less and receive it more slowly than when all the water has been expelled from it. So the air, partly saturated, will receive less of the vitiating properties of the blood than when pure, and as a consequence the blood must be returned to the system in a condition to poison, rather than to build up and give renewed life.

2d. The excess of carbonic acid in the air, acts as a poison upon the system. In pure carbonic acid, animal life cannot be sustained for an instant; and when the air is impregnated with this gas, to a considerable extent, the effects of breathing it are most manifest; dullness, stupor and dizziness are some of the milder symptoms; faintness, difficult breathing and insensibility, are among the graver effects.

The specific gravity of carbonic acid gas, is greater than that of air. Hence, when mingled with air, it sinks to the bottom. If carbonic acid gas, is in any way thrown into a tight room, it will at once sink to the floor and gradually fill up the room, displacing the air as surely as water would do it, if permitted to enter. Burning coals generate this gas with great rapidity. Place a vessel containing live coals in a tight room, and the *room at once begins to be filled with this gas.* If persons are

sleeping there, as soon as the room is filled to the height of the bed, they will as speedily perish as if the room were to fill with water. Indeed, they would more surely and speedily perish, for water would doubtless arouse the sleepers and they might escape. But so stealthily does this gas creep over them, benumbing the senses, rendering unconscious its victims, while it steals away the life, that their destruction is sure.

With these few facts before us, we are prepared to examine the condition of our school rooms, when filled with pupils.

In usual respiration, the oxygen of about 720 cubic inches of air is consumed in one minute, by one person. The air that is expelled from the lungs, contains four or five per cent. of carbonic acid, yet we can breathe but three and one-half per cent. with impunity. It is found by experiment, that with the carbonic acid usually found in air, what is added by the respiration of one person, for one minute, is sufficient to render 1800 inches of air unfit to breathe. The impurities thrown off by the lungs by children, will not vary much from what adults would throw off in the same time. Although the capacity of the lungs in adults is greater than in children, the respirations are so much more frequent in childhood, as to make the amount of air breathed by each, vary but little. Besides the carbonic acid, there are large quantities of water thrown from the lungs constantly. This passes off in an invisible vapor, unless it is rendered visible by being condensed, by coming in contact with cold air, as it does in winter, when it becomes fog, and even snow and ice, if the temperature of the air be sufficiently low. Vapor is also arising from all parts of the body, by insensible perspiration. The skin is constantly active, throwing off or breathing out vapor, from its millions of little mouths, so that not less than 3600 cubic inches of air are saturated with vapor each minute. By the lungs and skin, nearly four cubic feet of air are rendered unfit to breathe, by each person every minute.

What then, must be the condition of our school rooms after they have been occupied but a single hour? If we should estimate the space in our school rooms and the number of chil-

dren in them, we could get some idea of what the state of the atmosphere must be.

A room 20 feet by 30, and 10 feet high, would give more space than is usually found in school rooms. This gives a capacity of 6,000 cubic feet. As usually arranged, 100 pupils could conveniently be seated in the room. But let us take a less number. We will suppose but 75 to attend the school. These would in one minute vitiate 300 cubic feet of air. With this rate of consumption, in 20 minutes the entire volume of air in the room, would be so far consumed as to render every part entirely unfit to breathe, if each should have his four feet given him at each respiration.

But there are many parts of the room where the air remains comparatively fixed, and only a part of what is in the room reaches the lungs of the pupils, notwithstanding the currents and counter currents, which bring a part of the air to the pupils, which otherwise would never reach them; but while those portions in distant parts of the room have been making their way to these pupils, much of the air has been breathed over and over again; not that each pupil has been breathing over and over his own breath, but worse than that, for each has been breathing over the air expelled from the lungs of those sitting around, impregnated with all that is loathsome and revolting. Children are exceedingly fastidious about drinking from the same cup that others have used, nor does this fastidiousness diminish as children grow older. But we never think of what we are doing, while swallowing cubic foot after cubic foot of air, hot and fetid, just blown from the lungs of some beer-guzzling, whisky-soaked, tobacco-steeped biped called a man. It is well for us that our organs of vision are as obtuse as they are, for if we could see as clearly as by the use of a lens, what is floating in the air we are often breathing, we should be anxious to flee from ourselves, and surely from all others.

But the deleterious effects of what we breathe, are not destroyed because of blunted vision. Children in the school room

are continually breathing over and over again each other's breath. Besides this, the fires and heated stoves are consuming the oxygen from the air, and thus diminishing the amount to be used by the children. In this contaminated atmosphere the pupils remain, not simply for twenty minutes, but usually from an hour and a half to two hours, and in very cold and stormy weather, the whole three hours' session of school, is spent without opening a door or lifting a window.

How then, do the children live? Many of them do not live. But those who do owe their lives to the bungling work of the carpenter; for in spite of his skill and care thousands of crevices are acting as ventilators, constantly supplying pure air in sufficient quantities to preserve life, and to enable the pupils to pursue their work with tolerable success, but not enough by any means, to give them energy, and a freshness and vigor of life.

Were it not for these undesigned ventilators, we should have reenacted the scenes of the Black Hole in Calcutta, so often cited, into which 146 men were thrust, 123 of whom perished in a single night; literally suffocated, there being no means for obtaining fresh air. Of the few who remained, most lived to drag out a miserable existence under the influence of some terrible disease, contracted during that one fearful night.

But because our pupils do not thus speedily perish, we cannot therefore conclude that they escape all harm. We know that in proportion to the length of time impure air is breathed, in that ratio there must be suffering, and the extent of the suffering is determined by the degree of impurity.

The evidence of this is seen in a hundred ways; in the listless, uneasy condition of the pupils, in their dull stupidity, in the irritability of both teachers and pupils.

The reason why so many are unable to attend school without falling sick, is largely owing to the condition of the atmosphere in the school room.

How many almost immediately after commencing to attend school, complain of headache, dizziness, faintness, and soon

follow fevers, colds, consumption, death ; and all is accounted for, by referring it to the dealings of a mysterious Providence.

I am a full believer in Providence, particular as well as a general Providence. But so far as these results can be referred to Providence at all, they must be referred to a general one. God has established certain laws, and one of them is, *pure air or death*, and He does not see fit to work a miracle to prevent the operation of the law. Hence death follows as a necessary result of breathing that compound of death-producing elements.

The evil of a want of ventilation is more fully realized in new houses, before those innumerable crevices have been opened by drying, shrinking and wearing, which will ultimately relieve, in some small measure, from the evils at first experienced, by suffering the impure air to escape, and permitting pure air to take its place.

The practical question then is, how the great evil of a vitiated atmosphere can be removed, and a pure, invigorating one supplied.

If we would insure the health of those attending school, we shall find that it is as necessary to supply an abundance of good, pure, wholesome air to breathe, as it is to furnish them with wholesome, nourishing food. Deprive them of either of these, and you cut off the main sources of life. To secure a wholesome atmosphere requires the constant removal of the air which has been used, and has become vitiated, and at the same time a constant supply of pure, warm air. Neither the removal or supply should be effected in such a way as to produce sensible currents. It is better that cold air should be admitted into a room, rather than that pupils should breathe an atmosphere impregnated with death. But the impure air may be removed and the warm, pure air supplied, and that, too, without sensible currents.

We know that carbonic acid is heavier than air, and therefore sinks to the floor. Cold air is also heavier than warm, and will form a stratum lower than the warmer air. If then,

flues should be opened from the floors leading to the basement, the constant tendency would be to draw off the cold air and gas. If the air and gas could be taken to an air chamber, connected with the chimney by some means, either directly, as a fireplace or coal grate is connected, or by having a separate flue passing up with the chimney, and separated from it by a partition of brick, this would form an effectual means, to carry off the gas and cold air. The object of this connection would be to insure an upward current, that would effectually remove all the cold air from the rooms connected with the air chamber.

The registers connected with these impure air flues should be placed in the floor or in the base board, bringing it down to the floor, otherwise there will be in the room a stratum of cold air. These flues are sometimes placed in the wall above the base. This leaves a stratum of cold air a foot in depth, in which the feet are constantly immersed. Hence the complaint of cold feet, by those sitting in these rooms. This stratum of air should be taken away. The method suggested would effectually accomplish this.

Another thing is necessary to secure the removal of the impure air from a room, and that is, a supply of air from without. There can be no flow of air from a room faster than there is a flow to it, otherwise a vacuum would be formed.

In buildings furnished with furnaces, a constant supply of warm air is secured. With a furnace also, a constant ventilation is readily obtained by the arrangement here suggested.

Other plans, however, must be adopted in most of our school rooms, as no furnaces are used in them. In these, however, a very simple plan might be adopted, which would secure a ventilation nearly perfect. In every school room the chimney should commence as low down as the floor, at least. Build the chimney with two flues, one for the smoke and the other for the foul air. These should be separated by a partition of brick, the same as in the method already mentioned. A plan still more simple would be to have a single flue in the chimney,

and an opening at the floor, like a fireplace, and instead of leaving it open, a register might be inserted to regulate the escape of air. I would build a fireplace that could be used, having a brick hearth to protect from fire, with a movable register. A fire could then be kindled in the fireplace when the days were damp and chilly, yet not cold enough to require a stove. If at any time the upward flow of the cold air should be too feeble, a little fire kindled would secure a more rapid flow. There would, however, be but little difficulty felt on this score, whenever there was a fire in the stove.

An arrangement like this, would secure the flow of the cold, impure air, provided other air could be supplied. This might be done by lowering the windows; this, however, would admit cold air only; this ought not to be done. Currents of cold air are extremely injurious to those who are inactive, and it may be, freely perspiring. But warm, fresh air may be obtained by placing the stove near the window, and putting a hollow drum on the top of it. Remove from the window a light of glass and insert a sheet of tin in its place, with a hole in it as large as can be made. Then insert a tube into it, reaching to the drum of the stove. This tube should have a damper in it, to control the flow of the air from without. By this means, a constant current of fresh air could be brought into the room, and heated as it passes through the drum. In large rooms where two stoves are used, let both be arranged in the same manner. The stoves, however, should be placed on the opposite side of the room from the chimney. The warm air should always be admitted into the room from the side opposite to that from which the cold air is taken out. This will secure the complete circulation of the warm, pure air through the room.

In many school rooms, in which the attempt is made to secure ventilation, a very grave mistake is made in the size of the ventilator; too little space, by far, is allowed for the escape of foul air. In a room 20x30, the register should be not less than 16 inches square. This will secure the speedy change of air, in *the entire room*.

The foul air flues should be plastered with water-lime, as the acids from the smoke will destroy mortar made of common lime. Were it not for these acids, it would be better to make the partitions of the flues of galvanized iron. But the acids would be destructive to them; they would last but a few weeks or months, at most.

There ought to be in every school edifice, as many foul air flues as there are rooms. If there be two openings into the same flue, especially if one be above another, the rapidly upward rising current from the lower room, will, in a measure, hinder the current from the room above. If it should be found necessary to have two openings into the same flue, the opening should not be made directly into the flue, so that the flow of air from the room should strike the rising current at right angles, but there should be some material placed back of the register, in the upper room, to separate the current from the room, from the upward current, and turning the horizontal flow of air from the room, to a vertical current that will unite with the upward current from below. Galvanized iron could be used for this purpose. Let the iron be placed at the bottom of the register, inclining back into the flue, and extending a few inches above the register. In this arrangement the same principle is involved, as in a series of fire places, one above another, opening into the same chimney.

The arrangement just spoken of does not, of course, contemplate taking the cold, impure air first to an air chamber below, as before mentioned, but taking it from the room directly to the flue.

A different method still, is sometimes adopted, yet involving the same general principles, and that is to have several registers in different parts of the room, opening into tubes under the floor, which lead to a main tube opening into the air flue, and also having a tube leading from the outside of the building, passing also under the floor and opening directly under the stove. This is to furnish the pure air needed. In this arrangement it is necessary that the stove should be encased with a

jacket of sheet iron; the air passing between the stove and the jacket, and thus becoming heated. This arrangement prevents all sensible currents of air in the room, and it is the best method for those about to build school houses and who propose to use stoves.

It will be seen that the adoption of any of these methods of ventilation, will increase the expense of building but very little, and the real value to the schools in every respect, cannot be estimated. The saving of the expense in fuel, would more than equal the additional expense in building, in many places, in a single year. By the usual method of heating, it requires a long time and a large consumption of fuel, to warm the room in the morning, for the air immediately about the stove has to become heated first, which causes currents of air in the room, carrying the warm air to different parts of it, and this becomes cooled by coming in contact with various cold objects, whose temperature is raised by absorbing the heat of the air. This process of heating is tedious and expensive. If the cold air could be taken from the room and warm air supplied, the time of heating would be shortened and expense saved. In an un-ventilated room there is always a cold stratum of air at the floor. The feet must be immersed in this constantly, keeping them cold and the head hot. For successful study, the reverse of this is necessary. By the systems of ventilation now adopted, the feet are kept constantly warm.

The necessity of well ventilated rooms for school purposes, cannot be over-estimated, and since the methods suggested can be so easily adopted and the expense is so slight, there can be no excuse for longer suffering this great evil to exist.

SUMMER SCHOOLS.

The following paper on Summer Schools, was read by John D. Pierce, of Washtenaw, at the Convention of County Superintendents, held at Lansing, December 31, 1867, and unanimously adopted, with a request that the same be published,

and also that the State Superintendent embody the same in his report:

"The wise man tells us—that to everything there is a season, and a time to every purpose under the heaven. Hence, times and seasons, as well as places, are to be regarded in the establishment of Schools. It is obvious that it would be unsuitable to build a School House in a swamp, or to locate one on the edge of a dangerous cliff. Equally inappropriate would the hours of midnight be for the summoning of children to the school room. These things are so perfectly evident that no illustration can make them plainer. Equally untimely and inappropriate are schools in midsummer. They are in every relation unprofitable, if not positively injurious. In the very nature of the case it cannot be otherwise. I apprehend no one can be conversant with the schools during the intense heat of summer months without coming decidedly to this conclusion. Such certainly has been the result of my experience the past season. To me it is perfectly clear, that summer schools are a waste of time—a waste of money—a waste of labor—and a waste of intellect; involving in the end a loss of reputation to the teacher.

"From the first of May to the fourth of July I visited about sixty schools. During this period they were generally well attended, and there was activity and life in the school room. On the daily register there was here and there only a note of absence; showing conclusively that interest in the school was as yet unabated. Then bright and smiling faces greeted you—vigor on the part of the teachers, and activity on the side of the pupils was visible—all seemed to be awake and in earnest. Scarcely a complaint was to be heard from any quarter in regard to the management of the school.

"But how was it afterward? The whole scene was wonderfully changed. Of the thirty schools visited during the hot season, not one-third were then in attendance which had been previously. Take for example, two schools visited on the same

day—up to July one numbered 22, the other 72, equal to 94—one had 3, the other 27—equal to 30. Schools that had numbered from 25 to 45, were found with seven; none had more than twelve. *One only* retained any thing like its usual number.

“But this is not all—nor is it even its worst feature. With this decrease in attendance, there was a like decrease in the life and spirit of the school room. Here one is nodding—there one lopped down, fast asleep—another has slipped under the bench and is stretched out reveling in his dreams. The teacher is depressed—her life and vigor are abated, and of course, the interest she once felt in her school is in the same ratio lessened. It is useless to complain; for in the very nature of the case, it cannot be otherwise. Besides, the heat of summer produces a depressing effect. This is plainly visible in the minister and in his congregation. If ever there is a lack of activity, and if ever there is drowsiness, it is at this season. The teacher must be a salamander, and her pupils of the like order, to withstand unaffected, its influence; especially when the school room is unprotected by shades, or blinds, or even curtains, from the scorching rays of a meridian summer sun. Such a room is a vast deal more oppressive than the open field.

“Equally injurious are those midsummer schools to the reputation of the teacher. No matter how successful the school may have been up to this period, a decrease in numbers will be sure to be followed by a corresponding decline in interest. However unjust it may be, this will be likely to be attributed to the teacher. It will be forgotten that two-thirds of her pupils have been withdrawn from school for home work; that what remain to her are a few little ones; that all the advanced classes have been broken up, and that all that is to be done is to while away the time with them. To the question, how is your school getting along? is it prospering? The answer is—“The fore part of the season it went on first-rate, but latterly it has run down, and the teacher seems to have lost her interest in it.” What else could have been expected? No reputation *that a teacher may carry into the school room*, can be sustained

unimpaired, through the months of July and August. And hence no one who regards reputation will ever consent to teach during this season.

"There should, therefore, be no schools during these midsummer months. Nothing can be more unprofitable in every aspect and relation in which they may be viewed, besides, being in some respects, positively injurious. As already affirmed, they are a waste of time—a waste of money—a waste of labor, and a waste of intellect. The employment and expenditure of these at such a time, brings back no adequate compensation. It is to be remembered, also, that it deprives two-thirds of the children of each district of what rightfully belongs to them—of two months in each year of their school time, which no money can ever bring back to them. When haying and harvesting commences, the services of every child that can do anything either in the field or in the house, are needed; and hence called into requisition. This is well, and doubtless for the best. There is a necessity for it. But the school terms should be so arranged as to meet this necessity, without depriving such as are thus obliged to leave school, of their just rights. And this can be done, and ought to be done.

"If a district decides to have three months summer school, commence early in April. The wet and the mud of this month are, in no respect, so detrimental to the progress of a school as the hot suns of July and August. When it is decided to have four or five months, let the time be divided into two terms, and commence the first early enough so as to end by the fourth of July, and commence the second about the last of August. Let this be done, and the teacher and pupils will reassemble, and begin again, and go forward with renewed activity and zeal. Observation and experience concur in demonstrating the inutility of schools during the heat of the summer months. Let the appeal be made to every director in the State to apply the proper remedy. Spare our little ones and their teachers the burden and oppressiveness of the school room in the hottest part of the day, while yet the sun is pursuing his course

through the heavens in his fiery chariot, and pouring forth his scorching rays. During his reign, when all is aglow with heat, and when beasts and birds bury themselves during these hours in the deepest shades, why should children be forced to the school room and confined there through six of the most oppressive hours of the day? When high schools, Academies, Colleges and Universities all close their doors as this season approaches, why must the primary schools be kept open? There is no reason in it, no right and no utility in it. I trust this Convention will speak out on the subject, that a much needed reform may be effected."

REPORTS OF COUNTY SUPERINTENDENTS.

Schools have been reported by the School Inspectors in fifty-eight counties in the State; the same number as in 1866, though Delta was not reported for that year, and no reports have yet been received from Chippewa for 1867. Twelve of the counties reported have less than ten school districts; and in such the law provides for no County Superintendent. The office was filled under the provisions of the law, at the spring election, in forty-six counties. Of those elected, five have since resigned,* and one has been removed by death. The vacancies, with one exception, have been filled by appointment, by the Superintendent of Public Instruction. The following list will show the names and post office address of the County Superintendents at the present time:

COUNTY.	NAME.	P. O. ADDRESS.
Allegan,	Jas. M. Ballou,	Allegan.
Barry,	J. H. Palmer,	Nashville.
Bay,	P. S. Helsardt,	Bay City.
Berrien,	H. A. Ford,	Niles.
Branch,	Vacancy.	
Calhoun,	E. Marble,	Marshall.
Cass,	A. H. Gaston,	Cassopolis.
Clinton,	E. Mudge,	Maple Rapids.
Eaton,	F. A. Hooker,	Charlotte.
Genesee,	L. C. York,	Flint.
Grand Traverse,	H. P. Blake,	Traverse City.

* In Branch, since the close of the school year.

COUNTY.	NAME.	P. O. ADDRESS.
Gratiot,	G. T. Brown,	Ithaca.
Hillsdale,	P. B. Cook,	Litchfield.
Huron,	C. B. Cottrill,	Port Austin.
Ingham,	G. W. Brown,	Williamston.
Ionia,	E. V. M. Brokaw,	Portland.
Isabella,	A. Fox,	Isabella.
Jackson,	A. B. Darragh,	Jackson.
Kalamazoo,	Daniel Putnam,	Kalamazoo.
Kent,	C. C. Bicknell,	Cedar Springs.
Keweenaw,	Jas. Pryor,	Eagle Harbor.
Lapeer,	W. T. Bartle,	Lapeer.
Leelanaw,	O. Moffatt,	Northport.
Lenawee,	C. T. Bateman,	Adrian.
Livingston,	I. W. Bush,	Howell.
Macomb,	D. B. Briggs,	Romeo.
Manistee,	T. J. Ramsdell,	Manistee.
Mason,	F. J. Dowland,	Ludington.
Mecosta,	Z. W. Shepherd,	Big Rapids.
Midland,	E. P. Jennings,	Midland.
Monroe,	Chas. Toll,	Monroe.
Montcalm,	J. F. Covel,	Palo.
Muskegon,	D. McLaughlin,	Muskegon.
Newaygo,	N. L. Downie,	Newaygo.
Oakland,	Chas. Hurd,	Pontiac.
Oceana,	J. Boynton,	Pentwater.
Ottawa,	C. Van der Veen,	Grand Haven.
Saginaw,	J. S. Goodman,	East Saginaw.
Sanilac,	Chas. S. Nims,	Lexington.
Shiawassee,	T. C. Garner,	Corunna.
St. Clair,	J. C. Clark,	St. Clair.
St. Joseph,	C. M. Temple,	White Pigeon.
Tuscola,	J. D. Lewis,	Vassar.
Van Buren,	E. A. Blackman,	Decatur.
Washtenaw,	J. D. Pierce,	Ypsilanti.
Wayne,	L. R. Brown,	Rawsonville.

The reports from the County Superintendents, which here follow, will afford the reader much interesting information upon the working of the schools, which cannot be obtained from mere statistics; as well as concerning the personal labors of these generally active and faithful officers.

ALLEGAN COUNTY—JAMES M. BALLOU, SUP'T.

The graded-schools of this county are in a more prosperous condition at this time, than at any former period. There are eight in number, and each one has a corps of competent teachers; and the liberal amounts voted for the support of these several schools show the interest which the citizens have in this direction. The two oldest and largest villages of the county, Allegan and Otsego, for many years, supported each a Seminary, which retarded very much the prosperity of the public schools.

Otsego first saw the error under which she was laboring, and bought the Seminary and grounds, and proceeded to organize a graded school. Allegan has since followed her example, and the whole educational interest is now for the public schools. Within the last two months, Allegan graded school district has enlarged its territory, by consolidating with districts No. 2 and No. 8, and the school is now in a very flourishing condition under the supervision of the very efficient Principal.

The Otsego Union School has not had any spring and fall terms this year on account of building a new front to the school building; but they will open about the first of January, 1868, with new interest. The Saugatuck and Douglas graded schools are lately organized, but judging from the splendid buildings, the moneys voted for school purposes, and the experienced teachers employed in each place, these schools will soon rank among the first schools of the county. The Wayland school has now opened its third department. It has just gone through a thorough process of grading and classifying.

The country schools are making rapid advancement. The log school houses in the newly settled towns, are fast giving place to framed ones which enable the teachers to accomplish much more. There is a great call for experienced teachers, consequently a much older class of teachers is employed than formerly. In some of the newly settled districts they are unable to pay the wages which first class teachers demand and are

obliged to hire a younger class. A very large majority of the teachers of the winter schools are females, and they succeed equally as well as the males of the same age and experience.

The school-houses in the older settled portions of the county are generally good, but in the newly settled part they are poor. The best school building in the county is at Saugatuck. It is built on the modern style of architecture, is two stories high and cost \$10,000, and for a village returning only two hundred and thirty-three scholars in the district, it is a very good house.

Otsego has built a brick front to the old school building, at a cost of \$7,000.

Allegan has voted a tax to build two ward school-houses next season. The two buildings now in use are too small to accommodate the schools. Douglas has a new building and a good one for a small place. Plainwell is in need of a new building. Wayland has built a new house for one department, upon the same grounds where the old one is situated. In the country we have all grades of houses, from a tasty, large, comfortable one to a board shanty ten by fourteen. The best country school-house is in the southern part of Monterey; and there are several others in the county which are very good, but the majority of them are very much below par. There are two brick, one hundred and twenty-two frame, and twenty-one log school-houses in the county.

I have granted two hundred and four certificates to teachers, of which twenty-three were first grade, thirty-seven of the second grade, and one hundred and forty-four of the third grade. There have been very few failures, for the teachers have studied very hard to prepare themselves for the examinations.

I have held two County Teachers' Institutes. One at Allegan, commencing August 26, and the second at Martin, commencing Oct. 7. At the first Institute I was assisted by my old friend, Mr. R. Barnard, Principal of the Saugatuck Union School; at the second, Prof. J. Russell Webb, of Jackson, was with me one day. The number of teachers in attendance at both Institutes, was eighty-three. A good interest was mani-

fested at both places during the entire sessions. I have visited ninety-eight schools taught by one hundred and eight teachers. The schools have nearly all done well. A few instances of partial failure were found. The reason of poor success in these schools was generally owing to the inexperience of the teachers. The average age of the teachers in the summer schools is about twenty years, and of those in the winter schools about twenty-two.

The educational interest in this county is increasing. There is a great call for good teachers, and most districts are willing to pay good wages for competent teachers. Male teachers are receiving about forty dollars per month and board, and female teachers about one dollar per day and board. The parents are becoming more interested in visiting schools than formerly. There is one more indication which greatly encourages me, and that is, the teachers are more in earnest about their work. They are laboring earnestly and devotedly to prepare themselves for teaching. They read the Michigan Teacher and other educational works. They attend Teachers' Institutes and Associations, and this spirit is creating a corresponding interest, not only among the children but also among many of the parents.

A great interest is also manifested in the cause of Sabbath schools in this county. The Sabbath schools are not confined to the villages, but are found, a larger number, in the country. They are all in a very flourishing condition. I have visited a number of them, and found them accomplishing a good result. A county organization is actively at work. It holds semi-annual meetings.

A county Teachers' Association has been organized at two different times, but it has proven a failure on account of the villages being too far apart. I expect to organize some township Associations this winter.

I am aware that our schools are in an embryo state, but I feel very much encouraged in this great work, and I humbly trust with the blessing of God, we may be able to raise the standing of our schools year after year, and to accomplish this *glorious* result we will labor and pray.

BARRY COUNTY—JOHN H. PALMER, SUP'T.

In reply to your Circular of Oct. 21st, I would report the condition of the school-houses of Barry county as being far below what they ought to be. I have before me reports from fourteen townships, and the average value of school property, not deducting anything for the value of the ground on which houses stand, is only \$383 23. When in these figures we include the Union houses at Hastings, Nashville, Middleville and Prairieville, whose reported value is \$10,100, it is apparent that the general condition of school-houses in this county, is very poor.

There is, excepting in a few localities, a degree of apathy existing that is appalling, so far as relates to everything of an educational character. In the schools are found every variety of text books, and every variety of teachers, excepting the best; these are few and far between.

The reason for the dearth of good teachers, is found in the paucity of the wages paid. The average wages for female teachers is \$13 98 per month, and for male teachers, \$37 30.

As a consequence of this kind of wages, few persons care to teach that possess capacity for anything else. For the nearly 140 schools of this county, there have thus far been only 103 applicants for examination. I have granted 87 certificates, as follows:

First grade, six; second grade, twenty-seven; third grade, fifty-four. Had there been more applications, there would have been more refusals; but as it now stands, it is a matter of some inquiry as to where teachers are to be found for the schools this winter.

One sentence is enough in which to show forth the value of our libraries: They are not read or noticed any more than if they were composed of patent medicine almanacs.

I visited during the past summer, 72 schools; held, or tried to hold, one Teachers' meeting—three persons presented themselves—and held one school celebration.

The office of County Superintendent is generally unpopular, the chief reason urged against it being that "we are paying a man eight or nine hundred dollars a year to raise the wages of teachers, and increase our taxes." That he shall work as little as the law will permit him to do, and outrage their pockets as little as possible, they have fixed his salary at \$3 00 per day, and \$5 00 per annum for stationery.

BERRIEN COUNTY—HENRY A. FORD, SUP'T.

There are in Berrien county, 157 school districts, (several being unreported by the Town Inspectors.) Of these I have visited 125, reaching a few, however, after the schools therein had closed. All will be visited or re-visited, this winter. I have held a round of fall examinations in this city and the townships, besides examining many at my office, and have granted 37 first grade, 56 second grade, and 40 third grade certificates, to 126 (41 male and 85 female) teachers, a few having been twice examined. One number of "The Berrien School Journal" has been published, as a convenient means of communication with teachers and school officers, and another will appear this month. I have also edited "educational columns" in two newspapers of the county, and sent original and selected articles frequently to others. No Institutes have been held or County Associations organized. They are new things in this quarter, and our teachers are not prepared for them. I am getting them prepared, and will report satisfactory results at an early day. A State Institute was appointed here for the last week in August. Many teachers came, and many more were in readiness to come. It would have been, probably, the largest Institute ever held in Southwestern Michigan. But, from causes not necessary here to enumerate, it was thought advisable to adjourn it on the first day. Conversational lectures have been delivered to the teachers at the fall examinations, and more formal lectures on education, to the public on the evenings after examination.

The average condition of the school-houses in this county is good—better now than it was last spring. Repairs have been made in many districts, and several handsome new school buildings erected. The union school-house in Niles has been extended at a cost of \$12,000, and is now one of the most spacious and convenient in the State. Preparations are being made on a liberal scale, for the early erection of new union school edifices at Buchanan and St. Joseph. I regret to add that very few of our school buildings are provided with globes, maps, numeral frames, or apparatus of any description, except the Willson & Calkins Charts, which are found in a majority of the districts. Few are provided with means of ventilation, and some have no underpinning, or out-houses of any kind. A spirit of progress, however, is abroad among the school officers, and I look for an early change for the better. The school-house sites are almost always unobjectionable.

Several graded schools have been formed during my term, and I have evidence of improvement in the other schools. The more incompetent class of teachers are dropping or being dropped out of the profession, and those who remain are seeking means of culture more eagerly than heretofore. Our people are getting wide awake to the educational movement. At the evening meetings I have met moderately large and attentive audiences, and much popular interest has been evoked by school celebrations here and there. I am assured that the annual school meetings have been generally well attended, and that appropriations for the current year have been liberal. The rate-bill and boarding-round systems are gradually going out, and teachers' wages—especially for ladies—are slowly advancing. Take it for all in all, I think our county deserves the commendation recently given it by the author of "The Gazetteer of the St. Joseph Valley," published at South Bend, Ind., which I beg leave to make a part of this report:

"A large proportion of the emigration into this, as into most of the other counties in Southern Michigan, has been from New England and New York. This fact accounts for the high de-

gree of perfection to which the common schools have there been brought. * * * It is not strange that Berrien county rejoices in the superiority of her common schools. No better exist anywhere, and in addition to them she has several institutions of what are claimed to be a higher grade. The union school at Niles is equal to any in the nation, and is one of the chief ornaments of that city, both in a material and higher sense. In 1860 there were 6,220 pupils in daily attendance at the several public schools of the county. This number has since been largely increased. To this fact may be attributed the general intelligence of the people."

I have only to add that the Board of Supervisors have fixed my salary at \$5 per day for 200 days' services per year, and that everywhere throughout the county I have been received with a cordiality of welcome and assistance which argues the best results for the new system of County Superintendency in this rapidly growing part of Michigan.

BRANCH COUNTY—W. S. PERRY, SUP'T.

In compliance with your instructions under section twelve, of the Act establishing the office of County Superintendent, I herewith respectfully submit the following report:

There are in this county, 130 school districts, besides the city of Coldwater, which is exempt from the provisions of the statute respecting County Superintendents.

Unavoidable engagements prevented me from beginning the work of visiting schools until July 1st, so that I was able to visit but 65 during the summer session.

A few of the school-houses in the county are so poor as to be nearly worthless, and about the same number would rank among the better class of houses; but the great majority of them are plain, comfortable, unpretending structures. Of those visited, I noted nine "unfit for use;" but in nearly all of these cases, the districts were preparing to build anew. Two fine buildings have been erected in the town of Coldwater during

the past summer, each costing about \$2,000. Quite a number of smaller houses have also been built in various parts of the county.

School grounds are sadly neglected. Only about one-half are sufficiently spacious, and not more than an eighth are suitably improved. Our people are too much occupied with the facts of wheat and corn, to afford much time to the esthetics of either their dwellings or school-houses. Still the outer appearance of the school-houses is generally more pleasing than the inner. Walls, seats and writing tables are shamefully defaced with cuts and marks. Exceptions to this in buildings of three or four years standing are very rare.

Our school-houses are very poorly supplied with apparatus. A black-board is usually the extent. Only one-eighth of those visited have outline maps. A few more have Webster's unabridged Dictionary, and two have each a globe.

I find the schools too generally, very indifferently managed. Teaching in most of them is very empirical and aimless; too often a spiritless, mechanical routine. Good methods are rarely found; nor *any* well defined method, unless the old style of rote teaching can be dignified into a method. Instruction in reading is poor in more than two-thirds of the schools. Writing is quite generally neglected. Many schools are without classes in grammar, and in many others it is feebly taught. This low condition of the schools comes in part from the incompetency of teachers. Quite a large proportion of them are very deficient in the principles of orthography and grammar, and to a less extent in the other branches. Hence, from our common schools, many pupils have gone out whose curriculum of study has only required them to know how to read and cipher, and whose teachers have engendered no habits of scholarly inquiry and courageous investigation, nor even a taste for reading and new ideas. Comparatively few of our teachers have had proper opportunities to fit them for their work. Of 70 teachers visited, only 38 had read any books on teaching, and but three had attended a Normal school.

With many things to discourage, there is much reason for hope and cheer, especially in that the teachers manifest a gratifying desire to improve.

At three Institutes held in October, there was an aggregate attendance of 140, earnest, working teachers, seeking a better fitness for the responsible duties of the school-room. These Institutes were held at Quincy, Union City and Bronson. Each continued four days, closing with examinations of teachers for the winter schools.

The attendance was larger than we anticipated, and the growing interest manifested during the progress of each, fully satisfied expectations. The day sessions were employed in class drills, discussions and short lectures, covering as far as possible, the work of the district schools. The evenings were occupied by addresses from clergymen and professional teachers in the county. Considering the apparent interest awakened in teachers and citizens at these Institutes, good results may confidently be expected in the schools.

One of the most serious obstacles to efficient work in the schools, is the multiplicity of text-books. Except in rare instances, School Boards have not prescribed the books to be used in their respective schools as enjoined by statute. Hence many schools have a variety of books upon the same branch of study. The subject is fraught with many difficulties, and the way out of them is not yet clear.

The district libraries are in a ruinous condition. They have entirely disappeared from about one-half the districts, and where they have not, they are not read, increased or cared for. None of the penal fine money in this county goes to the benefit of the district libraries.

I have examined 148 candidates, and granted certificates as follows: First grade, 3; second grade, 54; third grade, 69; total, 126.

CALHOUN COUNTY—E. MARBLE, SUP'T.

I have the honor to submit the following brief report of the condition of the schools and school-houses as I have found them in this county. Also, a summary statement of the work done by me, and the interest taken by the people, &c.:

There are reported by the school inspectors, one hundred and sixty-four districts, or schools, in this county. All have school-houses complete, or in process of erection. Not more than one in three of all I have visited, has been found really fit for school purposes. Twenty-two, of about eighty-five that have been carefully inspected, I have pronounced passably good, and of the former, eighteen are first class; one of which can be found in the township of Bedford, one in the town of Battle Creek, three in the city of Battle Creek, one in Clarendon, three in Marengo, three in the city of Marshall, one in Newton, three in Homer and one in Penfield. Of course, no reference has been made to those not yet visited; but, on examining inspectors' reports, it may be inferred that there are several more very good ones in the county. A disposition is manifest on the part of the people, to build good houses where new ones are being erected. The great difficulty is in securing the proper mode of ventilation. I know of but one, (No. 4, in the city of Battle Creek,) which approximates anything like a proper ventilation. In my visitations, especial attention has been given to this subject.

SCHOOL GROUNDS AND FIXTURES.

Out of the entire number visited, only seventeen have been found enclosed with fences, and in most cases where there are shade trees, they have been planted by Nature. Many School Boards have promised to give this important subject attention.

Forty-eight have been found with no out-houses of any kind. Forty with no kind of furniture—not even a "Webster's unabridged Dictionary." Thirty-nine with no proper books for keeping the records of the schools or district accounts, a fact

which may explain the reason why so many Directors' reports are incorrect.

LIBRARIES,

In districts, have been so neglected that they only exist in name. In some cases the library money even has been expended for other purposes than for the purchase of books. Indeed, no apparent interest whatever is taken in them. In quite a number of districts there are none at all. I have called the attention of School Boards to this very important subject, and hope a change may be wrought for the better.

TEXT BOOKS.

It is a fact worthy of notice that more than half of our schools are provided with a uniform system of text books, and of a high order, such as Wilson's, Parker's, Watson's and Sander's Readers; Davies', Stoddard's, Thompson's and Robinson's Arithmetics; Monteith's and McNally's Geographies; Clark's and Green's Grammars; and many of the schools have Davies' and Robinson's Algebras, Jarvis' and Loomis' Physiologies, while a few have Natural Philosophy, (Peck, Ganot's) &c.

Teachers have, in many cases, succeeded very well in advancing their pupils, considering their facilities for so doing. Most have taught the fundamental principles of religion. Of one hundred and thirty, only eighteen were found who had neither prayer, reading of the bible, nor singing in their schools. I regret to say that only thirty-five were readers of an educational journal of any kind. Among the best, are found those who have received training at our excellent State Normal School at Ypsilanti.

EXAMINATION OF TEACHERS.

Up to this date I have examined, and granted certificates to one hundred and twenty-two. Seven of the "First Grade," forty-two of the "Second Grade," and seventy-three of the "Third Grade." Except in one case, all have expressed *themselves as satisfied* with the grade of certificate given; and

at the same time many have manifested a determination to merit a higher grade at the next examination.

The people, with few exceptions, have suffered their schools to go on from year to year with little, if any, knowledge of the efficiency of their teachers, or the proficiency made by their children. In conversing with them they seem determined to give more time and thought to this important subject.

Nearly all agree that the Act creating the County Superintendent, was a wise one. In many instances, school boards have left their fields of labor, and accompanied me in visiting their schools.

As the busy season is now over, I expect to be able to accomplish more among the people of various school districts throughout the county.

CASS COUNTY—C. L. WHITNEY, SUP'T.

Six month's time is hardly enough for County Superintendents of Schools to look over the field of their labor, to see where they shall begin their work. In this time we have been able only to see what has been done and how; what needed to be undone to be better done, and what had been so well done as to be built upon. We have but established a point from which future progress is to be computed. To collect the data of the location of such a point and its bearings, has been the aim of my summer's labor, and upon that I would respectfully report.

Cass county has 121 school districts, in which are 120 school-houses and schools, requiring a force of 133 teachers. There are three union or graded schools; one at Dowagiac, with two buildings and nine teachers, has a regular attendance of about 500 pupils, working to a well regulated system of rules and course of study; the other at Cassapolis, has four teachers in one building, in whose care are about 200 pupils.

The school at Edwardsburg employs regularly two teachers, and at intervals three. This and one or two other schools

which employ at times more than one teacher, should adopt the graded system, but have not done so for fear of taxation.

I have visited in person 118 of the districts of the county, and should have gone to all but for being called away to aid the State Teachers' Institutes. Eighty-three of this number were visited while school was in session, and the work of the school and the movements of teachers and pupils noted.

The small size of many of the districts is a great fault. One has less than 500 acres of land, and that land poor, and upon it less than \$2,000 of personal property, with which 39 children are to be schooled. Some others have but little more to do with than this. Such districts must have poor, small houses, hire cheap, inefficient teachers but a short time, and even then have to bear large rate bills. Both the people and Inspectors are to blame for these small districts. The people seem to desire proximity to a school-house, and the Inspectors grant their wishes. In many cases two districts could well be put into one—in one case three small districts might be put into one—and in a large number of cases three districts could well be made into two, giving districts of fair size, the furthest residents of which would be at no great distance from a good school, taught by a competent teacher, in a comfortable house.

Some twenty-five districts have very desirable locations for their school buildings. They have fair sized lots, (well fenced in some cases,) and protected from sun and wind by shade trees. Far too many houses have small, open, unprotected yards, and others stand at a widening of the road, or on some odd piece of land cut off by marsh or lake. Most of the grounds have no out-houses at all; others only one, and a very poor one at that. Cass county cannot boast of more than fifteen first class school-houses, yet to this number additions are being made, or looked hopefully forward to. In many townships the districts have had good houses, but misuse and neglect are fast destroying them; in others, the small brick, frame and log houses attest the newness of settlement, or smallness and poverty of the district, or both. In the few cases in certain town-

ships, great pride is being taken in the building, securing large and comfortable houses with modern improvements. Porter township takes the lead in this respect, and is followed by Howard, Calvin, Volinia and others. But little heed has been paid to ventilation as yet, save of the most unphilosophic kind, by open walls and joints.

The better school buildings are supplied with improved furniture, in many cases of iron and oak, and have good tables and chairs. In some are found the great necessities of the school-room, a plenty of black-boards, outline maps, charts, dictionary, globes, &c., while in many, these things are almost entirely wanting, and in others have been furnished, but by neglect of teachers and abuse of pupils, they have nearly disappeared. Some means should be devised for the better protection of school property. Many school-houses stand with open doors and windows from the close of one term till the beginning of the next.

Schools are kept up in a portion of the districts in the county eight months in the year, while others have but six, and others only three. In many cases the schools are small through the summer time, the children being needed at home. On this account some schools have a short spring term, and closing during July and August, have a fall term. This plan succeeds well, and is in great favor. Many summer and some winter schools are rendered small, and often broken up by the prospect of a *rate-bill*, a great bane to any school.

A great cause of small schools is the manner in which the mill tax is distributed. Wealthy districts receive a large school fund from the mill tax, while small and poor districts have but little means with which to support schools save by *rate-bill*. The first have a long term of free schools with this public fund, and the others can have a short term only by double taxation. Let the State educate all her children and they would be better educated.

The teachers of Cass county merit the credit for doing well for the means they have to better their condition, or prepare

themselves for their work. Most of them have received their training for their responsible duties in the very schools they assay to teach. Some have had better opportunities at the neighboring union schools, and others still at the State Normal School, whose pupils are doing the State excellent service in Cass county. Would that more could receive instruction there. The majority of the teachers of the county feel the need of better and special preparation for their vocation. A County Teachers' Association has been in being about nine months, and held four quite successful meetings. At one of these meetings a "course of study" for the district schools was adopted, and has been printed and circulated among the districts of the county.

The better class of teachers in the county are seeking means of improvement and will do better work than heretofore. Those who have done little for the vocation fear to meet a rigid examination and are leaving for other fields of labor. Some betake themselves to domestic life, but it is hoped they will not be intrusted with the care of children until they have learned the first principles of primary instruction.

There seems to be a feeling on the part of parents throughout the county which, if led aright, will do much to improve the state of the schools. They ask for competent, active teachers who will do their work well and see to the care of the school-house and grounds when delegated to them.

Of the libraries but little can be said, except that they are little cared for. In two or three cases the libraries are a pride in the districts. A large number of volumes have been added since they were received, and funds raised and expended each year. Cases are provided in the school-houses and kept by the teachers, the best and most practical method used. Could every district thus provide a place at the school-house, and have an enterprising teacher to take care of it, and then use the funds that can and might be raised for its sustenance, the children would soon have a never-failing source of useful and en-

tertaining knowledge. By proper effort I think this can be done.

The efficacy of the system lately inaugurated might be largely increased, by having the several districts report directly to the County Superintendent, and let him unite their reports. He should have a voice, too, in the changes in district boundaries, thus preventing much wrong and aiding greatly in the work of regulating the size of districts.

The Superintendent could be of far greater service to his county, if he could receive reports from each school in his jurisdiction, each month. A system of monthly reports might be put into use, whereby the Superintendent could know just what each school was doing each day, and summaries of these reports published monthly, would create a much greater interest among the schools than at present.

CLINTON COUNTY—E. MUDGE, SUP'T.

Many schools in this county are in an excellent condition. The houses are good, the grounds spacious and improved; the teachers earnest and efficient; the scholars well classified, the books uniform, and the people interested.

While such is the condition of some schools, a large majority are inefficient. This inefficiency is mainly attributable to the following causes.

1st. The districts have been divided and subdivided until they are too small and weak to support a good school; the teacher is not hired for ability, but cheapness—and as a poor teacher always makes a poor school, the result is, the schools are intellectually weak, sickly and dying.

2d. A constant change of teachers has a very deleterious effect. Every new term brings with it a new teacher. Much time is lost in becoming acquainted with the habits, manners and capacity of the pupil, besides, as a result of this alternating system, in place of experienced workmen, we have mere

apprentices—young girls just grown up—who adopt the business of teaching, not with a view of following it as a profession, but merely for some temporary purpose.

3d. The diversity of text books is another fruitful source of inefficiency. Out of 130 school districts in this county, about 20 have a uniformity. District boards have rarely given this matter any attention.

4th. Another source of inefficiency is the apathy manifested by parents. Term after term passes, and not a parent enters the school-room. Whenever I have found a school regularly visited by the patrons, I have invariably found an efficient teacher and earnest scholars.

SCHOOL GROUNDS.

The school grounds have generally been found in a very bad condition. Only 10 school-yards in the whole county are enclosed and may be considered improved. Clinton county affords as many and as beautiful groves as any other county in the State, and yet but five school-houses are surrounded by them. There are houses receiving the direct rays of the sun, when a removal of 15 rods would place them in as pleasant groves as can be found in Michigan.

SCHOOL-HOUSES.

A large number of school-houses are unfit for use; but a commendable zeal is at present manifested in the erection of commodious and tasteful edifices; 16 country houses have been erected during the past year, and as many will go up during the coming season. Our villages are awake to their own interests, and are earnestly pushing forward the erection of school edifices suited to their wants. St. Johns has voted \$10,000 for enlarging the present structure, erected two years ago at a cost of about \$13,000. Ovid village will erect, during the coming summer, a beautiful brick building, at an expense of from \$10,000 to \$15,000. The village of Maple Rapids, although the district numbers but 123 scholars, resolves to build a splendid structure, costing from \$6,000 to \$10,000. Elsie is in earnest,

and will vigorously push forward the erection of a wood edifice sufficiently large to accommodate 200 pupils. It will cost about \$3,000. Wacousta village will have a neat house ready for occupation by the opening of another winter; cost of structure, from \$2,000 to \$2,500. The enterprising citizens of DeWitt are not behind in the good work. Money is being raised, and the work will go slowly but surely forward. The present structure will give place to one larger and better. Heretofore no attention has been given to ventilation. There are only two houses in the whole county, in which this matter has received any attention. The furniture in many cases is unsuitable and insufficient. The seats are generally too high for the smaller pupils, and the teacher's desk in nine cases out of ten, is unfit for use.

SCHOOL VISITATION.

I commenced visitation of schools on the 20th day of May, and finished the 12th day of August. One-half day was spent in each school. One hundred and nine schools were visited; 10 districts in the county had no summer schools; 4 were discontinued before reached, and 4 closed before I was able to visit them. Two teachers were removed. In most cases, when I had opportunity to see the school officers, they have accompanied me in visiting their respective schools.

SCHOOL CELEBRATIONS.

Four school celebrations were held during the summer. The first was at Hubbardston, and the gathering was the largest ever known in this part of Michigan. The Superintendents of four counties participated in the exercises. The second was at DeWitt. The day was pleasant, the assemblage immense; the speaking was earnest, and the order and harmony all that could be desired. The number present at this mass convention was estimated at 3,000. The third, held at Duplain, was a very pleasant and profitable occasion.

The fourth, held in Eagle on the 1st Monday of September, was an occasion of special interest. Citizens have since in-

formed me that the school meetings on the evening following were never before as largely attended. Every measure proposed for the improvement of the schools, was carried with but little opposition. These conventions have proved of such real benefit that they will be multiplied another season. Besides these mass gatherings I have held fifteen educational meetings. Most of them were in the evening following visitation of townships for examinations of teachers. These meetings were well attended and the topics considered practical.

TEACHERS' INSTITUTES.

No institutes have been held. The board of supervisors have not allowed time for holding these important gatherings. The objection is that the county ought not to be at the expense of educating the teachers. If the education of teachers will increase the efficiency of our common schools, I can see no objection to the appropriation of some means in that direction. I held a private institute at Maple Rapids. It continued in session five weeks. About forty-five students, from different parts of the county, were present. I never have taught a school in which as much work was done in so short a time. The teachers were earnest and faithful, and were anxious to catch everything said regarding their studies or work in the school-room. I am convinced that the time of a County Superintendent cannot be better employed than in holding institutes in which there shall be class drill in connection with familiar conversations regarding the work of the teacher in the school-room. More can be done for the elevation of our schools by such institutes than can be done by school visitation.

EXAMINATION OF TEACHERS.

Teachers have been active during the fall in preparing themselves for the day of examination. Many who have been heretofore engaged in teaching, are to attend school during the winter, in order that they may be better prepared for the work. Many have abandoned the field as a result of the demand

made upon them for a higher standard of qualification. The result is, that there is likely to be a deficiency of teachers. Since the first of May last, I have examined 125 candidates; 113 were licensed to teach, 13 received first grade certificates, 32 second grade, and 68 third grade; 26 of the third grade certificates have already expired, leaving 87 licensed for the winter schools. By examination of records kept by the township clerks, I find that there are 30 teachers in the county holding certificates from the inspectors, whose licenses will carry them through the winter schools. Whole number licensed, including those licensed by inspectors, 117. Whole number required to fill the schools of the county, 140; present deficiency, 23.

LIBRARIES.

The district and township libraries in the county are of but little value. They are fast going to ruin, and unless something is done for their resuscitation, such a thing as a public school library will become entirely unknown within a very few years.

EATON COUNTY—FRANK A. HOOKER, SUP'T.

During the past summer I have visited 86 schools. There seems to be a great diversity in the State of schools in different localities. Large villages or cities exert an influence which is felt for some miles around them.

School districts as a general thing are too small. The country is too sparsely settled to admit of small districts. Yet I frequently find school-houses within a mile of each other. This seems in many cases to result from individual desire to have a school-house near. It is my conviction that rarely is it well to have districts embrace less than six sections, while in the majority of cases, did they embrace the maximum of nine sections, the schools would be much more effective. Under our present system, the effect of small districts is to create a necessity for rate bills, which invariably cause feeling and not unfrequently

considerable disturbance among patrons, to the great detriment of the school, and to the discomfort of the teacher.

In the matter of school-houses, I have to report that as we approach the villages they become better, there being many frames, and occasionally one of brick. In the more remote and poorly settled districts, the old style of log building is still adhered to; and I regret to say that this is the case in many places, where there is sufficient wealth to warrant better. Yet withal, there seems to be a growing pride in having good buildings; and frames, built after the plans suggested by the former Superintendent of Public Instruction, J. M. Gregory, are springing up in every part of the county, and I trust that in a few years Eaton county will be well supplied with buildings of this character. There is not sufficient attention paid to the construction of buildings, the jobs being frequently let to incompetent mechanics.

The number of log school-houses, as near as I can learn, is thirty-five; of which, by far the larger part are unsuitable, and a good many totally unfit for occupancy.

Grounds are rarely provided; the highway being used for playground.

Money spent for ventilation, appears to be considered as invested in a luxury rather than a necessity; and I know of no school building in the county which is provided with means of ventilation constructed on scientific principles.

The furniture in most of the country districts is substantially made, but seems to have been in most cases, constructed with a view to its being used for various purposes, rather than to its being especially adapted to the uses of children. Officers have had their attention called to this, and in most of the buildings in process of erection, are endeavoring to place comfortable furniture. A spirit of lawlessness—from which no locality is free—seems to have been developed; its results being manifested in the defacement of buildings and furniture. The latter especially, is much out, as a general rule. Very little apparatus is to be found in the schools; even our union schools

being but poorly supplied therewith. In the district schools, perhaps, but little could be used to advantage; but, as yet, I have failed to find that necessity to every school-room, a globe, in a single school in my county.

Most of the districts have, at some time, been supplied with outline maps, generally Mitchell's, but owing to an inability, or lack of disposition to teach from them, on the part of teachers, they have fallen into disuse, and are become to be considered unnecessary, thus rendering it almost impossible to replace the first sets, which are now out of date, if not worn out.

Schools are not generally well classified. One great difficulty in the way of classification is the great diversity in books. In few of the districts have the boards prescribed any set of books, but on the contrary, teachers are expected to allow recitations from such books as the pupils may have. In most of our schools devotional exercises are had daily.

The teachers are, many of them, young and inexperienced; persons who have taken schools without sufficient preparation; many of them with no preparation except such as will enable them to bear an examination upon the common branches generally taught in our schools. More attention paid to the theory of teaching would insure us better teachers, and them better success. Comparatively few have attended State Institutes, and graduates of Normal Schools are exceedingly scarce. Yet we have some teachers who are well calculated for their calling; earnest men and women, whose attainments and experience eminently qualify them to act as instructors of our children.

Five certificates of the first grade have been granted; of the second, seventy-eight, and of the third, seventy-five; making a total of one hundred and fifty-eight. Many of these have already expired, thus creating a scarcity of teachers.

In but few instances have I been able to induce patrons to accompany me into the schools, and only occasionally could district officers spend the time to visit their summer schools. Individuals frequently manifest a feeling of embarrassment upon entering a school room.

In some localities a strong prejudice exists against the office of county superintendent, principally owing to an expectation of increased taxation. In others it is hailed with joy, as being calculated to assist in bringing to the doors of the agricultural part of the community the facilities for offering to their children the advantages of good schools. Upon the whole, I feel encouraged to hope that the system may prove more acceptable to the people than it would seem likely to do, if judged by its unpopularity in some localities.

No county institutes have been held during the past season, owing to the proximity of one or two of the State institutes, yet I have reason to fear that few of the teachers attended these, notwithstanding their nearness.

Private schools have existed during the fall months, in many of the towns, designed generally for fitting teachers for examinations.

The township libraries are almost a failure. Most of them have been divided among the districts, and the books, after being handed from one officer to another, thereby suffering constant diminution, have at last either been lost sight of altogether, or exist in so dilapidated a state as to be comparatively worthless. Those township libraries which have been preserved intact, are in a better shape, though they are not regularly issued to the respective districts, being much more apt to occupy a dusty corner of the town clerk's garret. No money has been expended for library purposes for many years, it having been regularly appropriated for other purposes.

These facts, together with my own convictions which I have briefly set forth, represent the situation in Eaton county. After an opportunity of again visiting the schools, I shall be better prepared to express opinions.

During the latter part of the summer term, most of the schools were very small, many causes combining to make them so.

Teachers seem to be making great efforts to prepare themselves for the examinations, which they seem to fear; and I

think our present system will, if properly carried out, secure a greater degree of competency and efficiency in teachers, than has heretofore existed.

GENESEE COUNTY—REV. L. C. YORK, SUP'T.

In presenting this, my first report, I have to say that with me the office of County Superintendent of Schools has proved no exception to the general rule, about the inauguration of new schemes, especially where a great variety of interests are involved. Some embarrassments may reasonably be expected. I was early at the work in my county, and during the summer terms visited all the schools I found in session when I called, in sixteen townships, and a few in each of the others. These schools were *generally* doing well. We have comparatively but few good school-houses. A large majority I found in bad condition, but the district officers promptly assured me (when their attention was called to this subject,) that they would put their houses in better condition. I am glad to state that many have been thoroughly repaired during the past summer and fall. My whole time has been devoted to the work pertaining to my office, and I have found plenty to do, having lectured a number of times in every township, and once at least in every village, and also in the city of Flint. On my trip through the several townships, for the examination of teachers, I gave a drill exercise in the afternoon and a popular lecture in the evening. These were generally well attended, and a considerable interest manifested. I have held but one Teachers' Institute which was well attended during the day sessions by over forty teachers, and the evening lectures were very largely attended.

By especial invitation I have addressed the children and parents at thirteen school picnics, and with the efficient aid of the teachers have awakened, I trust, a commendable interest in educational matters. Twelve new houses have been built this season, most of them after models furnished by myself. I have

examined, in all, one hundred and ninety-two teachers, and granted one hundred and eighty certificates.

With a fixed determination that the county of Genesee shall not be behind any county in the State in proportion to extent and population, I am toiling on, to make a new path which will doubtless be smoother the more it is beaten.

In addition to the schools directly under my care, we have in the city of Flint the Deaf, Dumb and Blind Institute, and a Commercial College, both of them prosperous.

GRAND TRAVERSE COUNTY—HENRY P. BLAKE, SUP'T.

In reponse to your circular letter of the 21st inst., I herewith report that on account of the fact that a great part of this county is yet an unbroken wilderness, the schools are small, and the school-houses such as are usually found in a new country, viz: "log." There is one frame school-house in the township of Whitewater, and one in Traverse.

I have examined twenty-one teachers; granted nine certificates of the 3d grade, five of the 2d, and three of the 1st. I have visited nineteen schools, held one Teachers' Institute, (continued it three days,) and organized a County Teachers' Association. A good degree of interest was manifested at the Institute; also by parents and others while I have been engaged in visiting schools.

GRATIOT COUNTY—GILES T. BROWN, SUP'T.

There are in Gratiot County 99 school districts. During the summer term I visited 72 schools, being the number of districts in which summer schools were kept, excepting four. Several districts in newer portions of this county, sustain but three months school in the year. All the schools will be visited during the winter term. Of school-houses there are 61 log and 24 frame. The log ones are, many of them, very rude, inconven-

ient and uncomfortable; but as districts increase in wealth, and become less sparsely inhabited, the people show a remarkably good disposition in regard to building new school-houses. Several respectable and commodious frame ones have been built during the past summer. Several more are in process of erection, or under contract to be built. Among the latter is one being built at a cost of \$3,000. There are but two graded schools in the county. I have examined 103 teachers—19 male and 84 female. Have granted 9 first grade, 20 second grade, and 66 third grade certificates. Have refused certificates to eight candidates. I have held my round of fall examinations, and examined several at my office. I have delivered conversational lectures at the close of each examination. I have no reason to complain of the teachers of this county. Their advantages have been limited, and as might be expected, their qualifications are not of the highest order; but they manifest a decided disposition to make the very best of every opportunity offered them for mental improvement. Some of the poorest ones are abandoning their calling. No Institutes have been held, or county associations organized. Teachers are hardly prepared yet to make them profitable. I am trying to prepare them, and hope soon to be able to report favorably on this point. I conducted a teachers' class for six weeks this fall, with good results. It was attended by about half the teachers in the county. Our school-houses are not provided with globes, maps nor charts. Most of them have no yard fenced in, nor out-buildings of any description, and but one district has made any attempt to give the school-house a proper ventilation. But there is a spirit of progress among the people, and I am looking for a change in these matters soon. The rate bill is not generally resorted to. The boarding-round system has not been abandoned. Teachers' wages—especially ladies—are very low, but slowly advancing. The board of supervisors have fixed my salary at \$3 50 per day for 125 days service per year; which, although not liberal, is not entirely unfair, considering the partially developed condition of the county.

I have only to add that the people throughout the county have extended to me the most cordial hospitality, and tendered me all the assistance in their power; all of which encourages me to believe that the new system of county superintendency will bring good results to this rapidly growing portion of the State.

HILLSDALE COUNTY—REV. E. W. CHILDS, SUP'T.

In accordance with the law, I make the following report of my work for Hillsdale county:

The number of schools visited, about 150; teachers examined, 228; certificates granted, 172. The school-houses are in much need of repair, very few of them being kept in good condition. There is need of their being fenced in, that cattle and swine may be kept away. I found but few really *good* houses in the county; most of them are wretchedly seated. Few are furnished with outline maps, word cards, or apparatus of any kind. There are not near black-boards enough. Still, I think there is improvement in this respect, though it may be very slow. Among the teachers I find a great want of thoroughness in teaching. They rest satisfied if scholars can give rules and work examples, though they may not be able to give reasons for much of their work. They go over too much ground; the ambition seeming to be to get the scholar over the book. In very few instances was I able to get any of the school board into the school with me. Parents and officers need to visit the schools more, to encourage both teacher and scholars.

I have thus spent nearly all my time during summer and all in visiting schools and examining teachers. I questioned scholars; talked with teachers privately, urging more thoroughness, better order, &c., doing what I could this first term to lift up the schools of the county to a higher grade. I tried to make the examinations more thorough than usual, refusing certificates to about one-fourth of the candidates, hoping by this

means to stir up teachers to better preparation for their work. I should have been glad to do much more than I have done, but have endeavored to do the best I could under the circumstances. Hillsdale, Jonesville and Osseo are putting up fine school buildings.

While there is much to do to lift the schools to the position they should occupy, I think there is steady improvement.

HURON COUNTY—C. B. COTTRELL, SUP'T.

I found the schools, as in most all newly settled counties, very backward, and mostly all supplied with every conceivable variety of text-book, inexperienced teachers, and a large majority of the people had little faith in the "new school system." Some of the teachers, and particularly those who had always succeeded in obtaining a two year's certificate before the board of school inspectors, and who upon a regular examination could not tell the difference between a vowel and a consonant, or a decimal from a common fraction, found the most fault. But the more the people become acquainted with the object, design, and practice of this present system, the better are they satisfied with it. In fact, I have no complaints now whatever. It has evidently created a strife, or emulation, among the candidates for teachers in this county, which is proving to be very beneficial to themselves, as well as to our schools. I have had occasion to re-examine two candidates, who, according to the strict letter of the law, were not entitled to a third grade certificate at their first, whilst at their last examination they were thoroughly competent and qualified for a second grade.

Since the commencement of my term of office I have visited twenty schools, examined twenty-five applicants, and granted twenty certificates; five of the second grade and fifteen of the third; all, with the exception of two of the applicants are females.

Out of twenty-seven district school-houses at present in the county, sixteen are frame, and eleven are log buildings. None

are well ventilated, nor provided with either globes, outline maps, or other suitable apparatus, and but eleven are supplied with black-boards.

I have, through the medium of the school inspectors, introduced Wilson's series of readers and spellers into several of the schools, and wherever introduced they have given universal satisfaction, and been highly appreciated by both teachers and pupils. As to mathematical and other works that I am striving to introduce, I might mention Davies' course of mathematics, Prof. Sill's grammar, Monteith's geography, and Mitchell's or Pelton's outline maps. As to our libraries, I am sorry to say, that some of them are in a deplorable condition; the books being soiled, tattered, torn and scattered indiscriminately, and no record of them kept; others, however, take more interest in the matter, and to some of these I will briefly allude: Sebawaing has a well regulated library, stored with the choicest of reading matter, and Grant, (a newly organized township,) at their last election, voted two hundred dollars for the establishment of a library; whilst other towns, since the introduction of the new law, are making every effort to add to, and improve their libraries.

In conclusion I beg to say, that the new system is a *perfect success*, and I for one, am satisfied that it is a decided improvement on the old, when incompetent teachers were examined by a still more incompetent board of school inspectors; in fact, I am cognizant of instances where teachers were not examined at all, but were granted certificates according as they boasted of their literary attainments. I am personally acquainted, also, with other instances where the entire examination consisted of reading a few lines in a newspaper, and writing their own certificate, which doubtless the Hon. Board felt themselves incapable of doing. But under the present system we already have unmistakable evidence that "old things are fast passing away, and all (school) things are becoming new." Our literary day is dawning, and in a few more years we hope to send pupils to the State schools to compete with those from older counties.

INGHAM COUNTY—Geo. W. BROWN, SUP'T.

The whole number of schools in Ingham County is 136. Number of children between the ages of five and twenty, 7,011; whole number attending school, 6,612. I have visited 104 schools. Of this number I have found 33 supplied with good houses, well arranged, and in good condition. Very few are surrounded with sufficient grounds, suitably improved. Many houses are upon lots wholly unfit for school purposes. Forty-eight houses are not furnished with out-houses. Very few are supplied with fences, and of these, many are in a very dilapidated condition. Fifty-seven schools have outline maps; 93 are supplied with black-boards, many of which are unfit for use; most of the schools are without apparatus; with few exceptions, there is little interest manifested in the management of the schools. Of the teachers employed, all save three are females. A few are well qualified, laboring with much zeal to benefit their pupils, thus honoring their vocation; many are without any well arranged system of management. Many are trying to adopt better methods of instruction and government, thus giving promise of much improvement in the future management of the school. The teachers of this county have evinced their appreciation of State Institutes, by giving the one held at Mason a larger attendance than was given at any other place. All seemed much interested, and many believe themselves to have been much benefited. Allow me to suggest the propriety of permanently locating one of the Institutes,—to be held spring and fall—at Lansing.

I have examined 163 candidates. Of these, 128 received certificates, as follows: Of the first grade, 6; of the second, 50; of the third, 72. Some of these would have been rejected, but from fear of closing some of the schools.

The libraries are in very bad condition. In many of them no record is kept, and in consequence, many books are not returned; in others, the money that should replenish them, is devoted to teachers' wages. What should be done to make the libraries what they were intended to be, is an important question. I

have advised that the books be collected as far as practicable, catalogues be made, and a correct record be kept of books taken out; and that the money hereafter be appropriated to its proper use.

Of school-books there is a great multiplicity. What can be done to secure uniformity? School Boards neglect to specify what books shall be used.

ISABELLA COUNTY—ALBERT FOX, SUP'T.

SCHOOL DISTRICTS, SCHOOL-HOUSES, AND THEIR CONDITION.

The organized territory of the county is divided into twenty-nine school districts, (including fractional,) several of which have been but recently formed, and as yet have not erected school-houses, nor held terms of school.

The number of school-houses is eighteen—three frame and fifteen of logs. Of the frame houses, two are very good ones; the one at Mount Pleasant, valued at \$500, is well built, convenient and comfortably furnished, surrounded with a substantial fence, and supplied with a good well, and proper out-houses; the one in District No. 4, of Coe township, valued at \$250, is represented as being a very well built, comfortable house. The third frame is a mere shell, without proper seats, furniture or conveniences of any kind.

Of the log school-houses, not more than two or three are properly seated, finished or furnished, and generally no attention whatever has been paid to their surroundings. Many of them wear more the appearance of "claim shanties," than of institutions of learning, requiring thorough and extensive repairs to render them in any tolerable degree comfortable or convenient. In some cases I have observed an utter neglect of neatness and cleanliness in the school rooms; an evil for the most part attributable to the neglect, as I am informed, of school officers, in furnishing the necessary utensils. A very few of these log houses are well built, well furnished and well kept.

CONDITION OF THE SCHOOLS.

During the summer, schools have been taught in fourteen districts; of these I have visited twelve, and have found them generally better than I had anticipated; with few exceptions they are quiet and orderly, and exhibited a fair degree of advancement, considering the disadvantages under which they must necessarily labor in so new and thinly settled a county. The schools were, for the most part small, and composed of small pupils, of whom the larger portion have had very few educational privileges; the districts are, many of them new and but thinly settled, with a population generally, far from being wealthy; teachers of experience and ability can rarely be secured, nor could the districts generally afford to employ them were they obtainable; hence we must necessarily make the best of such material as we have, and as we have but three or four professional teachers in the county, the demand is chiefly supplied by young persons who consent to teach a term or two for the sake of having a school, or because they are temporarily without more profitable employment; yet with the wonderful adaptability of the Yankee mind, they generally take up the routine of school-room duties quite readily, and in most instances their pupils show a fair degree of progress in the lower English branches.

NO. OF TEACHERS EXAMINED AND CERTIFICATES GRANTED.

Since entering upon my duties I have examined sixteen teachers, of whom but two received certificates of the first grade, ten of the second, and four of the third. In granting a large proportion of these, I have been compelled to construe the statute very liberally, reference being had to the necessities of the county and the *natural* tact and ability of the candidate, rather than to his readiness and perfection in examination; provided always, that he be generally well informed and thoroughly conversant with the leading principles of those branches he is expected to teach.

I have deemed it impracticable to attempt to hold any Teach-

ers' Institutes or Conventions this year, and none have been held. During the present season I have contented myself with calling the attention of the people, as far as possible, to the deficiencies in our schools and school-houses, and to the necessity of more active measures for their support and improvement, and am gratified at observing an increased interest and liberality manifested. The prospect is already brightening, and I hope at no distant day to see the schools of this county in a prosperous and healthy condition.

JACKSON COUNTY—A. B. DARRAGH, SUP'T.

The average condition of the schools, during the summer, has, I regret to report, been far below the desired standard. In perhaps forty per cent. of the schools, thorough instruction was imparted and admirable discipline maintained by earnest, zealous, hard-working teachers. The pupils were interested, and the whole school evidently in earnest. The recitations were prompt and well conducted, and whatever was done was done thoroughly.

One fact connected with the better class of schools is significant and worthy of special notice. It is this: that the best schools could show on their records the largest number of visits by patrons and school officers. The school is, and in a great measure must be, a sure index to the enthusiasm and interest of the district in educational matters.

In fully sixty per cent. of the schools, however, there existed unmistakable evidence of numerous and serious defects—defects so serious, in some instances, as to render their attendance an injury rather than a benefit to these young minds daily receiving impressions which are to endure throughout all time. Nor is it all surprising that such should be the case when we take into consideration the qualifications of the teachers in many of our schools, and the undoubted reason for their employment. Education, ability to teach, natural tact, and a thorough preparation for the work, have been too little, and

local influences too much regarded. Able and experienced teachers have had no chance in districts where the competition has been wholly with reference to the price, and, as a natural consequence, have been driven from the profession. The following figures show the facts more forcibly than anything else, which could be offered: Of the whole number of teachers employed during the summer, as nearly as could be ascertained, thirty-four per cent. had had no previous experience, twenty-nine per cent. had taught less than one year, and but nineteen per cent. have had an experience of five years or more. Of the latter class a little over sixty-three per cent. are employed in the graded schools, thus leaving in the ungraded schools but about six per cent. of the whole number, or about nine per cent. of those teaching in ungraded schools, who have had an experience of five years or over. A still lower percentage than this, even, have read any books on teaching, or given the subject of teaching any special study.

But poorly qualified teachers, although a prominent cause, is not the only cause of defective work in our schools. Two or three of the more important of these deserve especial attention, and not the least evil is the lack of

UNIFORMITY IN TEXT BOOKS.

Teachers everywhere complain of this evil, and with good cause; for school officers are generally very negligent in the performance of their duty in this respect. This will be seen from the fact that in but twenty-three of the schools of the county are the books uniform, or apparently adopted by any authority whatever.

In one school, where the whole number of pupils recorded was twenty-two, the works of six different authors were used in the study of arithmetic, and thirty different recitations were heard per day. The average number of recitations heard per day in each school is about twenty-five, giving less than thirteen minutes for each recitation. The amount of interest which can be created, and instruction imparted in that length

of time, is small indeed. This fact, more [than any other, has caused our teachers to adopt a lifeless and uninteresting mode of teaching, which may, perhaps, be called "keeping school," but does not deserve the name of *teaching*. No enlargements upon the subjects, no practical application, no thorough explanations, are possible under such circumstances; and our boys and girls go "through the book," as it is called, without knowing the practical bearing of a single principle it contains. The impression is quite general that it is an economical arrangement to have this diversity of text books, while the fact is patent, that true economy, both of time, and money actually expended, demands uniformity in each school.

Another cause of defective work in our schools, is the lack of proper apparatus, of which mention is made in another part of this report. A more active display of

INTEREST IN THE SCHOOLS,

on the part of the people, would do much toward elevating the standard of the same. The people everywhere express themselves as deeply interested in the subject of education, and I am well assured that they are really so; but it cannot be denied that there is a *seeming* indifference, which is almost as injurious in its effects as the *genuine article*.

It has been asserted by many, who are competent judges, that the standard of teachers and of schools was never as high in this county, as at the present time; and all seem to be well pleased with the new order of things. Although the increased educational qualification of the teachers has, by diminishing the competition, correspondingly increased the compensation, I have yet to hear of the first complaint because of it. Teachers have been readily employed at an increase of at least twenty per cent. over wages paid last winter.

HOUSES.

About seventy per cent. of our school-houses are substantial and well-constructed frame or brick buildings, and many of those recently erected, are models of comfort, convenience and

taste. Whatever has been done in this direction during the past few years, has been well done. Of the one hundred and fifty-seven school-houses in the county, three have been built during the year; two of which are substantial brick buildings and one frame, all of which are commodious and well supplied with suitable furniture. Five others are in process of erection, four of which are to be of brick, and one a frame building. Money was voted at the last annual meeting for the erection of a new building for the graded school at Parma, to contain four departments. The union district at Brooklyn voted money for the erection of a similar building, and the union district in the village of Napoleon, is to erect a brick building capable of accommodating three departments. In the city of Jackson, union district No. 1 voted at their annual meeting, the sum of \$6,000, for the erection of a new ward school in the First Ward, and union district No. 17 have on hand a building fund amounting to something over \$6,000. These facts speak in language not to be mistaken, of the hopeful future of the common schools of Jackson county. Still, a truthful report of the real condition of the schools throughout the whole county, necessitates the statement that many of the best constructed and most costly district school-houses, have become so badly out of repair, and their furniture so marred and disfigured, as to present anything but an attractive and cheerful appearance. In addition to the inconvenience and discomfort incident to such surroundings, they render it a difficult task indeed, for the most faithful teacher to impress upon the minds of her pupils the habits of neatness, order and system; and we have yet to learn that examples of such absolute disorder tend to make either good housekeepers or successful farmers, or in fact, competent business men in any capacity. Too little importance is generally given to the appearance and general arrangement of the school-house, by those who have the matter under control. The most noticeable error in the construction of the houses, is the absence of any suitable provision for

VENTILATION.

There are but nine school-houses in the county, in which any adequate provision has been made in this direction. The result is that the life and interest of the school is materially affected, and the health of the pupils and teacher endangered, either by a poisonous atmosphere, or exposure occasioned by open doors and windows.

Another serious evil is improper seating and desks; no provision being made in the majority of cases, for the comfort of the smaller pupils. The schools are sadly deficient in regard to

APPARATUS;

only four in the county being well supplied, while one hundred and twelve are wholly without any aid to instruction, save the blackboard, and this is often too limited in extent, or inconveniently situated, to be of much practical benefit. Forty-four schools are supplied with outline maps; but unfortunately the teachers have, in most cases, been unwilling or unable to use them, and they are, therefore, either laid aside in some corner, substituted for window curtains, or otherwise misused and mutilated.

VISITATIONS, EXAMINATIONS, ETC.

Of the one hundred and fifty-five school districts in the county, ninety-four have been visited by the County Superintendent, in addition to nineteen districts visited where schools were not in session. The total number of visits made, is one hundred and thirty-one; the average time spent in the school, at each visit, being two and one-fourth hours. Fifty-two different examinations have been held, at which two hundred persons have presented themselves for examination. Of this number twenty-three have received first grade certificates, forty-six second grade, sixty-nine third grade, and sixty-two applicants have been refused certificates. Although of the whole number teaching during the summer, there were eight "total failures," it has been necessary to annul but one certificate. The average age of teachers has been twenty-one and

one-fifth years. Nine have attended the State Normal School, and six hold Normal Diplomas. But eighteen teachers have attended a State Teachers' Institute, and forty-five a county Institute. One county Teachers' Institute has been held. It continued in session five days, and was quite well attended, the number recorded being fifty-two. But three stated educational meetings have been held, and these were called by the school officers for the discussion of the question of the uniformity of text books and other topics of importance in connection with the schools. At the close of each examination, however, the opportunity has been improved, to a greater or less extent, according to the number present, the interest manifested and other circumstances, to have an interchange of opinion as to the methods of teaching.

CONDUCTING RECITATIONS, SCHOOL DISCIPLINE, ETC., ETC.

In conclusion, I take pleasure in testifying to the uniform hospitality and kindness which have welcomed me in every part of the county, and from the encouragement already received at the hands of the many friends of education, I shall continue the work, but just begun, with increased confidence, trusting an enlightened public opinion to judge of the results.

KALAMAZOO COUNTY—DANIEL PUTNAM, SUP'T.

CONDITION OF SCHOOLS IN THE COUNTY.

I have found a few very good schools; a large number of ordinary ones, and some very poor ones. As a whole, the schools are very far below the position which they ought to occupy, but exhibit signs of improvement.

THE SCHOOL-HOUSES.

The houses are in much the same condition as the schools, but a very excellent spirit is beginning to be manifested in a large number of districts. Several very good houses have been recently built, and a number more will be erected during the next year.

SUMMARY OF LABOR PERFORMED.

I have examined one hundred and forty-seven persons for teaching; have given eighteen certificates of the first grade; sixty-five of the second, and fifty-eight of the third; in all, one hundred and forty-one. In a few cases the same person has received two certificates—one of the third grade in the spring, and one of another grade at the fall examinations.

I have visited about eighty schools during the summer; have attended one Institute, and issued two numbers of a County School Journal, besides performing a great variety of incidental and miscellaneous labor.

INTEREST AMONG THE PEOPLE.

In only a few districts have I found much interest manifested in the condition and character of the school. Most of the schools receive few visits from school officers or parents. I believe, however, that the interest in many parts of the county is increasing.

KENT COUNTY—C. C. BICKNELL, SUP'T.

MONTHLY REPORTS.

Soon after I commenced visiting schools, I issued blanks for monthly reports, requesting the teachers to fill out these blanks and forward them to me at the end of each month; a synopsis of which has been published in the county papers. Every successful teacher has approved of this arrangement, many saying "It has added half to the interest of my school."

TEACHERS' INSTITUTE.

A Teachers' Institute was held at Grand Rapids, in October, attended by one hundred and fifty *live* teachers, who seemed, by the great interest manifested, to appreciate the instruction given.

The advantages of a State and County Institute were combined, as we were favored with the able lectures of the State

Superintendent and Prof. Welch. Prof. Strong rendered much valuable assistance in arranging for, and conducting the Institute, and the exercises were enlivened by singing, led in the attractive manner peculiar to Mr. Gaylord Holt.

EXAMINATIONS.

I have held sixteen public examinations, at which two hundred and forty-one candidates were examined, of whom two hundred and eighteen received certificates. Fifteen have received certificates at private examinations. Forty-eight of the first grade, ninety-four of the second, and ninety-one of the third grade, making two hundred and thirty-three certificates granted.

It has been my aim to adhere to a rigid system in all the examinations, which I think tends to discourage those who lack the necessary energy to fit themselves for teaching, and increase the compensation of those who are really interested in the work.

TEACHERS' WAGES.

It gives me much satisfaction to report great improvement in this respect as regards female teachers. Many of the districts have this fall acted upon the principle that a first class female teacher is preferable to a second rate male. The idea that of two teachers of equal ability, one should work for half the compensation the other receives because one is a woman and the other is a man is fast losing currency. Good female teachers will receive in country schools for the winter from twenty-five to forty-five dollars per month.

THE ANNUAL DISTRICT MEETING

Furnished a favorable opportunity for addressing the patrons of the schools in their respective districts.

My circular to the district meeting,

1. (School Law.) Notices some of the important improvements in the school code by the last Legislature.
2. (School Taxes.) Earnestly urges the raising of a liberal

amount for school and incidental expenses, and the burial of the rate bill as an abomination to be tolerated no longer.

3. (School Books.) Calls attention to the demand for uniformity in each district and recommends a liberal supply of slates.

4. (School-Houses.) Recommends building and repairing where needed.

5. (Out-Houses.) Urges immediate attention to suitable provisions in this respect.

6. (School Yards.) Suggests an inclosure with shade and ornamental trees.

7. (Black Boards and Maps.) Reminds the voters that in many districts an appropriation is needed in this direction.

8. (School Register.) Suggests that each district be supplied.

9. (Employment of Teachers.) Commends the course pursued by some districts in employing teachers by the year, and recommends the adoption of this plan as far as practicable.

10. (Division of School Terms.) Proposes three terms instead of two, and vacation during haying, harvesting and winter holidays.

11. (Saturday Schools.) Calls attention to the testimony of educated men against Saturday schools.

Favorable responses have been received to these suggestions; most of the school districts having adopted them as far as practicable.

A number of districts in this county cannot make their schools free under the present provision of the school law, hence the demand for

FURTHER LEGISLATION.

1. The objectionable feature just referred to would be removed by repealing section 140, and so amending section 151 of the Primary School Law as to make it apply to all public schools.

2. Some law inducing a more regular attendance upon the schools; perhaps authorizing school officers to decide who are

entitled to excuses for staying away, and by making parents pay a fine for keeping their children out of school without permission from the proper officer. Does any one complain that such a law would not be democratic? Is it more democratic to educate a portion of the children at the expense of all, than to compel the attendance of all the children? If the support is compulsory, should the attendance be voluntary?

There are other points I would notice, but for the length of this report.

There are those in our State who, when an amendment to our school code is proposed, refer to the high terms of praise which educators in other States have used when speaking of the "model school system of Michigan." They, viewing the colossal monument from afar, see only the capstone, the State University, and exclaim, "behold how beautiful," overlooking the deformity there may be in the foundation work of the structure—the people's college.

The number of schools visited is 127.

I must not close this report without expressing my gratitude to those earnest school men who have rendered valuable assistance by their kind encouragement and coöperation.

Confident that some advancement has been made in the right direction during the past season, we pledge ourselves, by God's blessing, in that direction to push forward.

KEWEENAW COUNTY—JAMES PRIOR, SUP'T.

In submitting the following report for the county of Keweenaw, I would state in the first place, that the county Board of Supervisors limited the whole number of days for visiting schools, examining teachers, and all other official duties to be performed by the County Superintendent, inclusive, to forty days per annum.

I have made the circuit of the county once during the past six months, and visited each of the principal schools, and dis-

cover a very fair interest in the cause of education manifested by the different school boards of the townships.

Have granted four first grade certificates, three second grade, and two third grade, to teachers engaged in our schools.

We have a very competent set of teachers engaged through the county, giving general satisfaction in the discharge of their duty. They each and all labor under many difficulties, arising in a great measure from the want of an uniform set of text-books through the county. This I have tried to obviate, but have not fully succeeded.

The text-books mostly in use are as follows:

Spelling Books—Sanders' and Town's.

Readers—Sanders' Union series, and McGuffey's.

Arithmetics—Davies', Robinson's, and Ray's; also Greenleaf's.

Algebras—Robinson's.

Geographies—Monteith's series, and Cornell's outline maps.

Grammars—Clark's.

Writing Books—Spencerian.

Natural Philosophy—Quackenbos.

These constitute the general books in use in the county. The annual reports from the various districts just forwarded, will give you all the necessary information regarding the statistics of each school.

LAPEER COUNTY—REV. WM. T. BARTLE, SUP'T.

This report is not full. We have 17 towns, 114 schools, and six new districts organized. Of these schools three are graded. Four school-houses have been built. Have not visited any schools in towns of Goodland, Dryden and Almont; only a part in Hadley, Imlay, Metamora, and Attica. Visited 67 school-houses; found 57 schools in session. At three had the company of the Director, and at one the entire District Board—in all, officers and patrons, eight persons. The school-houses are in various stages of repair; some good houses—generally, a need of better buildings. Twenty-two of the sixty-seven are

unfit for school purposes; three are temporary, one built of slabs, one of upright plank, eighteen of logs, the rest frame. Eighteen have sufficient grounds, six some improvement of grounds, *one* only, trees set out. But 16 of the 67 have any shade on or near the grounds, one preparing to fence, one three sides fenced, one an apology for a fence, five with good and substantial fences. Thirty-eight have no out-houses; three-fifths of the rest defective or insufficient ones. Twenty-two are well arranged as to seats and desks; eight have good black-boards properly placed; six are destitute of that important article. For the rest, the boards are too small, too high, or difficult of access; some unused for want of marking material and incompetency of teachers. There is great need of uniformity in school books, and better classification of scholars. In seventeen schools the books are uniform; in thirty the Bible is read, and in four there is singing also, as part of the opening or closing exercises. Of the 62 teachers engaged in these 57 schools, some are of the right sort, others neither well qualified nor apt to teach. The chief and common deficiencies are in orthography, reading and writing. Eight had read books on teaching, three attended a normal school. None held State certificates or Normal diplomas. Fifty-seven are females, three males. Twenty had taught less than one year, and twenty had no previous experience.

Examinations have been held (either Spring or Fall) in all the towns, except one, in way and manner prescribed by act providing for the office of County Superintendents. There have been seventeen examinations besides these. Total number examined, 120; certificates granted, 103, viz: three of the first grade, forty-two of the second, and fifty-eight of the third.

Of libraries I can only say that they are in a sad condition, and that there is generally great indifference and neglect on this subject. I have no definite statistics on this matter, save those in annual reports of school inspectors.

We have had no county or town Institutes; had a State Teacher's Institute, which was well attended. Aside from this,

I have given three lectures on schools and education, in as many different towns.

LEELANAW COUNTY—O. MOFFATT, SUP'T.

I beg leave to report that the whole number of school districts in Leelanaw county is thirty-five, a part of which have been organized during the past season.

During the month of June I was engaged two weeks in visiting the schools in the several townships, rendering such assistance as I found necessary, in organizing districts, examining teachers, &c.

As a rule, the school-houses are composed of logs, but are generally quite large, neat and commodious. At the villages of Northport, Leland and Glen Arbor, I found good frame buildings. At the village of Northport, the district made provision at the late annual meeting, to raise \$1,500 for the purpose of erecting a new house the ensuing season. Said district numbers 145 scholars, between the ages of five and twenty, and made provisions for a free school for the ensuing year, voting a tax of two dollars upon the scholar, for that purpose.

No Institutes have been held, owing to the late date at which instruction was received from your department.

I have granted two first-class certificates, one second-class certificate, and twenty-two third-class certificates, during the past season.

Summer schools have been taught in seventeen districts in the county.

Leelanaw county, you are aware, is a new county, including a large Indian Reservation, and a majority of the land entered in the county, has been taken under the provision of the Homestead Act, and is not as yet taxable. Hence you will perceive our means for providing for schools are limited. Still the citizens of the county manifest a great and laudable interest in the matter of education and school affairs; and we hope soon to be able to make a better showing, and are confident we shall.

LENAWEE COUNTY—C. T. BATEMAN, SUP'T.

There are about two hundred districts in this county, six of which contain graded schools, viz: Tecumseh, Clinton, Blissfield, Palmyra, Clayton and Morenci. There are also two independent union schools, viz: Adrian and Hudson. These union and graded schools are all in a very prosperous condition. The school buildings in Adrian, Hudson, Tecumseh and Clinton, are beautiful and substantial structures. There are but few good school-houses in the country districts. Many of them are without fences, wells, or wood-houses. The out-houses are very often in a neglected condition, and in some few cases entirely wanting. The grounds are frequently insufficient, and but few are well improved. The buildings are generally ventilated by the windows. Some have good furniture, while others are destitute of everything but an old stove and uncomfortable straight backed seats. I have found but very little apparatus except in the graded schools. The people seem, however, to be waking up to the necessity of putting up better buildings. Quite a number of school-houses have been erected during the past year, and there is a prospect of a still larger number being built the coming year.

I have visited thus far, about one hundred and sixty schools. They are generally in a prosperous condition—better than I expected to find them. There are, however, some poor schools. Wherever the people take an interest in educational matters, I have generally found good schools. Apathy, cheap teachers and poor schools are most frequently found in the same district. A few of the weaker districts have only three months school in the year, but a large majority have at least six. The schools are mostly well classified and the books uniform, nevertheless, considerable improvement is needed in this direction. I have been able to spend about half a day in each school. Some few schools have been visited twice. The time spent in each has been mainly devoted to noting the progress of pupils, examination of classes, remarks for the encouragement of schools, and in some cases advice to teachers in regard to

methods of teaching and government. A County Institute was held at Adrian College during the last week of August. The average attendance was about thirty-five teachers. Although the attendance was small, there was considerable interest manifested by those present. A teachers' class for reviews and normal training was organized September 9th, and remained in session until October 3d. About thirty-five teachers also attended this class. Up to the present time I have granted six first grade certificates, one hundred and forty-four second grade certificates, and thirty-six third grade certificates. The district libraries do not seem to be of much use. Many of them are gradually running down, while others barely maintain their numbers good. The town libraries are most of them in good condition.

LIVINGSTON COUNTY—ISAAC W. BUSH, SUP'T.

The whole number of school districts in this county is 130, and there are 6,454 children between the ages of five and twenty, making an average of about fifty pupils to each school. And yet the average number that have attended school during the last year is only about forty, and the daily average is much less, showing that even in Michigan there are quite a large proportion of our children growing up in ignorance. Why, in Howell, where the school is free to all, during the whole year, only about 5-7 of the children have attended school, and the remainder permitted by their parents to run at large, showing that there is but little interest taken in the common schools, by many of those persons who should be most interested.

The school-houses of this county are many of them poor, and destitute of the comforts necessary to make them attractive to the young, and this evil should be done away with at once, by the building of new and comfortable buildings, and I am most happy to say that there are some fine improvements of that kind going on in this county. The new school buildings in

the villages of Brighton and Hartland, are fine improvements, and real ornaments to those places. There are some fine school-houses being built in the rural districts. I noticed two good ones in the town of Tyrone. The good citizens of Howell have voted a tax of \$20,000 to build a new union school-house, which will be built during the next year. H. C. Briggs, the Director of the Howell union school, is entitled to much credit for his earnest exertions in favor of the new building. Let the friends of education everywhere unite in favor of such improvements and they will follow.

I did not visit many of the summer schools, but those that I did visit, were but poorly attended, and but little interest manifested in them by either pupils or parents. It is my intention to visit every school in this county during the winter, and do what I can to enlist the patrons of the schools in the great cause of education.

The text-books most common in the schools of this county, are Parker and Watson's and Sanders' spellers and readers; Spencer's writing books; Clark's, Sill's, and Wells' grammars; Davies' and Robinson's mathematics; Monteith's and McNally's geographies; Peck's Ganot's philosophy; Wood's botany; Warren's physical geography. There are, however, many other books used to some extent in this county.

I have inspected 124 teachers, and granted certificates as follows, viz: 7 first-grade, 70 second-grade, and 30 third-grade, and refused 17 candidates. I am well satisfied that I should have refused many more, but for the fear of closing many of the schools, and thus do the county a greater injustice than I should by granting certificates to some persons with a good character, but deficient in some of the branches they might be called upon to teach.

The Board of Supervisors allowed me four dollars a day, and authorized me to do as much as I thought the interest of the county demanded.

MACOMB COUNTY—D. B. BRIGGS, SUP'T.

In compliance with your request, I transmit a brief statement, covering the points upon which you solicit information in your circular of October 21st, 1867:

Number of public schools in the county, 112; number of private and select schools, 9; number of graded or union schools (employing two teachers or more), 9; number of districts failing to sustain a school during the past summer, 7; whole number of days devoted to official work, from May 1st to Nov. 1st, 1867, 128; number of different schools, including private or select, visited, 106; whole number of visitations made, 132; number of days given to said visitations, 94; whole number examined for teachers' certificates, 120; number having had experience in teaching, 98; whole number having received certificates, 102.

No. of 1st Grade Certificates granted,	16
No. of 2d " " " "	51
No. of 3d " " " "	35
Total,	102

In the fourteen townships of this county, there are (as computed in the school inspectors, reports for the present year) eight thousand nine hundred and forty-three (8,943), children between the ages of 5 and 20 years, who are being educated in one hundred and twelve district schools. Nine of these schools have departments requiring in all, twenty-two additional teachers. From this it appears that the whole number of teachers demanded for the simultaneous operation of all the schools, is one hundred and thirty-four.

PRIVATE, OR SELECT SCHOOLS.

Nine such schools have been in operation during the past summer. Five of the number are German Catholic and Lutheran, located in the townships of Erin, Chesterfield and Macomb. These schools continue ten months in the year, and are sustained by church fund or subscription, having an aggregate enrollment of 305 pupils. The remaining four schools

were found in the villages of Romeo, Mt. Clemens and New Baltimore. These were kept only for a short period after the other schools were closed, to provide means of instruction in addition to those of the public schools, and not as a substitute for them. Only 87 children were in daily attendance at these schools.

SCHOOL-HOUSES.

It is painful to report, that in so old, populous and wealthy a county as this, so few commodious, comfortable and attractive school buildings are found. We have some fine, substantial houses, erected within a few years past, to which class a few have been added the present year, creditable to the districts in which they are located. But very many of the school buildings throughout the county are sadly neglected, badly located, uninclosed, (standing on the corner of some ten or twenty acre lot, fenced out to the highway instead of being fenced in,) improperly seated, entirely behind the ability of the districts to furnish, and behind the age in which we live. The fear of taxation, together with prospective changes in the boundaries of districts, prevents any move in the direction of improvement; and perhaps a want of real interest contributes towards the same result. Some desirable changes, however, are in contemplation, and another year will doubtless record advancement.

The districts might easily, by taking a public-spirited course and pursuing it for a few years, provide good houses, without subjecting them to any excessive and onerous expense. This subject has been earnestly commended to the attention of many of them, and they have been asked to take upon it wise and generous action. Good school buildings do not of themselves make good schools; but they are an important means to this great end, and without them the difficulties of good instruction and of good discipline in our schools, are greatly increased.

SCHOOL VISITATION.

In my visits to the schools during the past summer, for the purpose of observing the order and discipline secured, the

system of management adopted, the instruction given, the mode of communicating it, &c., I could but notice the *hindrances* and *drawbacks* which were retarding the progress of the scholars, and embarrassing earnest, faithful teachers, in their work. On completing my circuit of visitation, a circular making direct allusion to these hindrances and drawbacks, was addressed to the officers of every school district in the county, in the hope that the views embodied therein, would be presented and favorably considered at the approaching annual district meetings. It is very gratifying to report that responses have been received to most of the circulars sent out, showing that direct and commendable action was had in many of the districts to relieve their schools of existing and growing discouragements. What are some of these discouragements? *Lack of school visitation, frequent change of teachers, want of uniformity of books, no aids to instruction furnished.* It is the universal complaint of our teachers, and it is substantiated by my own observation, that visits to the school-room by the parents, and even school officers, are almost unknown. The teachers have gone daily to their solitary task, and either labored conscientiously on in the path of duty, thankful could they but get their pupils into the school-room; or, seeing no one seemingly caring whether they be faithful or not, neglect their charge, endeavoring to accomplish just enough to pass away the time, and receive their compensation. Could they have seen the eyes of their patrons upon them, while engaged in their work, what encouragement and incitement to exertion would have grown out of it; and the importance that the children would have attached to these visits, and the advantages they would have derived from them, who could calculate?

The progress of education in our schools is retarded also by a too *frequent change of teachers*. It is the custom in most of our districts to change teachers nearly every term. This subject should be more thoroughly considered than it ever yet has been. In every department of business we recognize the evil of frequent change. So it should be in the case of schools.

Our districts are needlessly (in many cases) suffering a great loss of money and education. School officers, when employing teachers, should have reference to the question, if they may not be obtained for a succession of terms, provided they give satisfaction. A teacher, between whom and the school there is a mutual acquaintance, has many important advantages over a change. He is familiar with the natural characteristics of his scholars, and this is a cardinal point in successful school teaching; he knows their proficiency, and is prepared to carry the school forward with rapid progress from the day of its commencement. But if a new teacher comes with each new term, the scholars are often alternately pushed forward and pulled backwards, according to the different views of different teachers, and the scholar is worried and discouraged by such treatment.

Our schools are also laboring under a great disadvantage from a *want of uniformity in text-books*, as also from a shameful destitution of necessary *aids to instruction*. In my circular addressed to the district officers, their attention was called to that provision of the primary school law which makes it obligatory upon them to prescribe a list of text-books to be used. The decision respecting the books that shall be used, rightfully and naturally falls upon them, and the necessity of the decision was urged to prevent a needless multiplicity of classes, to lead off the desire of some parents, that their children may read from "old almanacs," because they happen to have them in the house, to check the whims of the new teacher, and thereby save a burden of expense to the district, and above all, to secure steady and continued progress in the schools. It was also urged, that the schools be supplied with the necessary "*aids to instruction*,"—as outline maps for the study of geography, an unabridged dictionary, illustrated charts for beginners in reading, and black-boards *larger than a hand-slate* which shall be easy to reach and pleasant to use. The urging was coupled with the assurance that no investment of a like amount for any

other purpose by the district, could bring surer and richer returns.

EXAMINATION OF TEACHERS.

The regular appointments, as prescribed by law, for the examination of teachers, were made for the several townships, and occurred during the month of October. These examinations were well attended in most of the townships. The patrons and friends of the schools were cordially invited to be present. The attendance of the school officers of both township and districts was asked for the afternoon, that a friendly interview might be had for consultation in regard to the schools. The following method of securing uniformity in the examination of teachers, was adhered to:

1. Each examination commenced at 9 o'clock A. M., and continued five hours; the last hour being devoted to a free talk on "methods of teaching," school government, discipline, &c.

2. All applicants were required to engage in both a written and oral examination.

3. At least ten questions upon each branch of study were submitted, in both oral and written examinations, aside from questions relating to the "theory and practice of teaching."

4. Applicants for a *third* grade certificate were required to answer correctly, in form and in fact, at least sixty per cent. of the questions asked; for a *second* grade certificate, at least seventy per cent., and for a *first* grade certificate, at least eighty per cent.

No certificate of the *first* grade was granted to any person who failed to meet the above condition, or did not comply with that provision of law requiring the applicant to present satisfactory evidence of having taught at least one year in the State with approved ability and success.

This system of examination, if adhered to, and judiciously managed, is destined to work much improvement in our schools. It must sift out the more incompetent teachers, and at the same time arouse a laudable spirit of emulation among those

receiving certificates, that will prompt them to improve their qualifications by all available means.

INSTITUTES.

No Institutes were held in the county during the fall. In consulting the wishes and convenience of our teachers, several of the most active requested that they be postponed until after the Holidays. This will give me an opportunity while visiting the schools early in the winter, to urge upon each teacher the importance of attending them; that they may enjoy a brief and convenient opportunity of learning and comparing the most improved methods of instruction, and promote among themselves, a degree of professional enthusiasm and generous emulation. Teachers should come to value the Institutes, not so much for the amount of instruction given, as for the impulse imparted in the work of self-improvement, and the culture of the teaching capacity. Whenever any teacher tires in the work of self-culture, he should, to borrow a military phrase, be at once relieved from his post.

TOWNSHIP SYSTEM.

At the risk of being considered as exceeding the limit of my duties, I will venture a few suggestions in regard to the township system. It is my firm conviction that many of the difficulties which now beset our schools, would be overcome by substituting the township, for the *district* system. It seems necessary to the highest efficiency of our schools, that there be such an alteration of the present district system, as shall bring them under the immediate care of the township, to be administered by it in its corporate capacity. It is very evident that equal privileges cannot be enjoyed under the present system. The advantages of not a few children are often not half so great as those of others not far distant. The plan of graded schools under the direct administration of the township, would give the greatest equality in the amount of schooling, to all the children. It would be a saving of expense, by

producing more equality in the number of scholars in each school, and in some cases, diminishing the number of schools. It would equalize the expense of supporting the schools and of building suitable school-houses, and of keeping them in repair. Every section of the township would claim an appropriate and well furnished school-house, and the claim would be promptly met, without the delays and heated debates of numerous district meetings. The schools are impaired and sometimes destroyed, by those broils and contentions which are frequently provoked in the erection and location of school-houses. If a house is to be built, it will be too costly for some, and not enough so for others. If one is to be located, it will be too near some, and too far from others; and thus the mutual good feeling and coöperation of parents which the success of the school demands, is interrupted and taken from it. We have striking proofs of this statement, in our county. It may not be possible under any system, to locate school-houses so as equally to accommodate all. This is not expected. But if the township manages this matter in its corporate capacity, as it does all its other business, and intrusts these great interests of education to wise and disinterested men, all will be more likely to acquiesce, in a good spirit, in the democratic principle of the greatest good to the greatest number. The township taking possession of all the school-houses, would provide equally good ones for all sections. The present miserable condition of many of the school buildings shows the inadequacy of the district system—or, at least, a palpable neglect of duty somewhere. As the case now is with the districts, some will have tolerably good buildings, while others will have poor ones. It is often the case that in some of the districts, rich and penurious men who either have no children to educate, or who are more interested in money schemes than in schools, so influence the action of the districts, as to make them continue their miserable apologies for school-houses. In this way, those families who would desire to have good and suitable houses, are made *to suffer*. Under the township graded system, longer, as well

as better schools would be kept, with the same money that is now paid for instruction in the township. Much of the money now appropriated is wasted upon the promiscuous masses that are brought together in our schools. The district system compels us to pay as much to support a school of twenty, as of fifty, and as much to teach the youngest as the oldest scholars. Who can say that this is money prudently expended? By the new system, the younger and less advanced scholars would be brought under the tuition of females, in winter as well as summer, with one-half the expense of male teachers. And the system that brings younger scholars under the charge of female instructors, confessedly better adapted to draw out their minds and mould their characters than the sterner sex, and which places the older and more advanced under the requisite tuition and control of males, must evidently promote the discipline of schools, and consequently their far higher progress and efficiency. This statement is fully substantiated in the history of our union schools throughout the State. It is to be hoped that enlightened views on this subject will be entertained by our fellow-citizens generally, and not let that prejudice govern them which favors an existing system because it is old, and has answered tolerably well a demand of the past.

MASON COUNTY—FRED. J. DOWLAND, SUP'T.

There are but six townships in this county, three of which are quite unsettled and have no school-houses; the few settlers are so scattered that no school district is as yet organized. The other three districts have eleven school-houses, *in toto*; a few of these are very comfortable and commodious, while others are as yet non-inviting to pupils. The inhabitants owning little or no property—many being but squatters, and so very poor that education among them is as yet in its infancy. Three months is the general length of each school term.

I have been able to do but little as yet, in my official capacity,

but intend making a thorough investigation of all business in this county pertaining to educational matters, this fall and winter, commencing on the 12th inst., which is the first day of the fall examination of candidates for this county.

I examined six candidates for summer schools last June, but granted to neither of them higher than a third grade certificate; incompetent for anything higher; others held certificates from inspectors, valid for the summer term.

The people in general manifest a great interest in educational matters, and are anxiously looking forward to the time when they will be better able to raise the standard of education.

MECOSTA COUNTY.—Z. W. SHEPHERD, SUP'T.

CONDITION OF SCHOOLS.

Some of them are newly organized districts, and, owing to paucity of population and means, a number of districts were compelled to have inferior schools or none at all, choosing the former in each case. There is a general disposition to keep pace with the advancement and progression of the age, and several schools and teachers will compare favorably with the best in much older communities.

SCHOOL - HOUSES.

We regret to be compelled to report a very great deficiency in this respect. Many hindrances have operated against the interests of the schools, the greatest of which are the large tracts of pine, canal and railroad lands in many parts of the county preventing the settlements from becoming compact. There are some things, however, which might have been remedied, and are being remedied by a few districts, viz: commodious and convenient grounds. There is not one at present as it should be in this respect—generally small patches of ground a few feet larger than the school-house, no play-grounds, only as they trespass on the adjoining lands. But few provided with out-buildings. None properly furnished. Nor is there a school-

house provided with any school apparatus. A few districts this year voted the apparatus tax permitted by law. Much allowance should be made in view of the newly settled state of the county, its isolated condition from railroad or public thoroughfares.

STATISTICS OF SUPERINTENDENCY.

Number of teachers examined, 35, as follows: 1st grade, 4; 2d grade, 17; 3d grade, 13; rejected, 1.

Number of schools visited by Superintendent, 20; five times accompanied by school officers, remainder alone.

Have uniformly met with a favorable reception from both teacher and pupils. A general satisfaction is manifested by the people with the system of the County Superintendency.

CONVENTION.

Held a Teachers' Convention in the month of September of three days' duration, which was pronounced by all the teachers present a very profitable one, and all expressed a desire to have it become a permanent institution.

I hope that this rather unfavorable report may be much improved each succeeding year in the future.

MIDLAND COUNTY—E. P. JENNINGS, SUP'T.

The number of districts, with the number of scholars in each, in the county of Midland, you have learned from the reports received from the districts.

The people seem to feel interested in the success of the schools, but on account of delinquent taxes, imperfect district records, and the incorrect accounts kept by officers who have charge of funds provided by law to be raised for the support of schools in this county, the schools are not so efficient as they otherwise would be.

Twelve teachers have been examined, and certificates granted to ten of them.

Ten schools have been visited. The defects of directors' and inspectors' reports we will endeavor to remedy in future. No Institutes or conventions have been held in the county.

MONROE COUNTY—CHARLES TOLL, SUP'T.

By the requirements of the department, as communicated to me through your circular, I make the following statement of the condition of the schools of Monroe county, and facts incidentally connected with them; and in doing so, will endeavor to observe your injunction of brevity. The time allotted to me by the board of supervisors for the work of the year being so limited, I deemed it inadvisable to make a general visitation of the summer schools; consequently this report will be meager in much that would be of interest. The following statement is submitted:

HOUSES.

Whole number in county, 115; number of frame, 82; number of brick, 16; number of stone, 3; number of log, 14; number built during the year, 9; number unfit for use, 38; number having no privy, 37; number with sufficient grounds, 42; number with grounds suitably improved, 6; number well ventilated, 9.

FURNITURE.

Number with suitable furniture, 46; number with insufficient furniture, 69; number with injured furniture, 60; number supplied with suitable furniture during the year, 14; number supplied with unsuitable furniture during the year, 3.

APPARATUS.

Number well supplied with apparatus, 2; number wholly without apparatus, 105; number supplied during the year, 1; number having outline maps, 36.

SCHOOLS.

Whole number of schools, 106; number graded, 5; number

graded during the year, 0; number well classified, 16; number in which the books are uniform, 13; number in which the bible is read, 84.

TEACHERS.

Number of males employed, 52; number of females employed, 107; average age of teachers, (estimated,) 27; number who have had no previous experience, 17; number who have taught less than one year, 21; number who have taught more than five years, 17; number who have attended a Normal school, 3; number who have read any books on teaching, 30; number teaching who hold Normal Diplomas, 1; number teaching who hold State certificates, 0; number of total failures, 11.

Number of teachers who have attended a State Institute, 64.

Number of educational meetings held by county superintendent in the county, 12.

LIBRARIES.

Number of district libraries, 8; number of volumes in same, 500; number of town and city libraries, 12; number of volumes in same, 5,370.

PRIVATE SCHOOLS.

Number of private ungraded schools in county, 6; number of academies and seminaries in county, 2; number of pupils attending both classes of schools, 215; estimated amount received from pupils by such schools, \$3,530; number of teachers employed, 17.

SCHOOL-HOUSES.

Of these we have every extreme. Many crazy old veterans are tottering to the ground; they are an offense to the sight and an outrage to young humanity. The desks, in many instances, are arranged around the wall, and consist of boards supported by pins driven into it, and the seats are movable benches without backs. The desks thus arranged, often at an improper height and inclination, give scholars an unnatural position in writing; and the seats, relative to the different sizes of the

pupils, are too high or too low. In their distorted and uncomfortable position the restless *infantry* unconsciously beleaguer the wall with their feet, until the "deadly breach" is made. This "bad ventilation," with rattling door and windows as auxiliary, is often the cause of disease with its consequences. In some localities the people are entirely oblivious to the necessity of providing comfort, or even protection, to their children when attending school. While the rooms are too open in some instances, in others they are close, small, dark and crowded—destroying health and lives by suffocation in a fœtid atmosphere. The almost universal faults, in a better class of houses than those referred to, are bad ventilation, a want of proper gradation of the furniture to suit the pupils of all sizes, of suitable recitation seats and sufficient black-board surface. One or more of the following appurtenances are also wanting: A bucket for water, and cup, a shovel and evaporating dish for stove, wash basin, towels and a clock. In many districts, however, the march of improvement is setting in, and the primitive houses are being replaced by substantial modern ones. Petersburg, a place containing a number of fine residences, stores and a church, and a people that are intelligent, enterprising and progressive, barely escape reproach; they having recently raised \$5,000 for a school building, which is much needed. The same spirit predominates in other localities, and new school-houses have already been erected, some of them large, convenient, pleasantly situated, with interior appointments good. But there is a lack of discernment in many instances, in architectural taste, and in the exterior surroundings, as out-houses, fences, and ornamentation of grounds. If the subject of constructing school-houses could be placed in the hands of a county architect or contractor, and the object contemplated by the adoption of such a plan could be attained, we would be amply compensated in the superior facilities offered children during the period of their mental and physical growth and expansion. By making the place where their childhood is spent agreeable and attractive, their finer sensibilities and tastes will

become strengthened, and in their maturer life the retrospect will be ever pleasing.

SCHOOLS.

The schools in the county are almost wholly without apparatus, and comparatively few have outline maps, none may be said to be "well supplied." The latter particularly are a necessity that no school can afford to be deprived of; geography cannot be successfully taught without them. Maps, globes, charts and geometrical figures should be in every school; they are the working tools of the teacher's profession.

At the present time I will not attempt to give the actual status of the schools in the several townships; there are many things that I am inclined to allude to I withhold for the present. That there is a want of educational progress in various localities, is apparent. This is attributable to incapacity, absence of proper supervision, and misdirected economy on the part of school officers. Their disqualification is shown in connection with their official reports, many of which, on account of their own incapacity, are made up by a next friend, and there are instances where the original and duplicate, although both are sworn to, do not compare in important particulars. A report is executed by one who *purports* to be a director, when there had been an omission to elect one at the annual meeting; another is "subscribed and sworn to this — day of September, 1867, before *my wife*;" under what constitutional qualification does not appear.

Many district officers exercise a penurious policy by employing a teacher but a few weeks during the year, and paying the price for an ignorant instead of an intelligent one; and it generally results in getting one "worthy of his hire." Then there is another class of economists, who rent their school-houses to families in the summer, and find it difficult to get possession in time for fall schools.

These instances, and others not enumerated, that impede the harmony and general progress of education, may be considered

exceptional to a very considerable extent. There are among the school officers of this county many competent and energetic men—men with willing hearts, who are ready to coöperate with me in all measures calculated to promote the interests of the schools. They are generous in sustaining a school the greatest length of time practicable, and in paying wages to teachers that secure competency. To show the amount expended for tuition per each scholar that attended school, under the corporate agencies of the city of Monroe, and in the several townships, the last year, I make the following statements: City of Monroe, \$5 69; Ash, \$2 50; Bedford, \$2 77; Exeter, \$2 00; Erie, \$2 70; Frenchtown, \$1 95; Ida, \$1 82; London, \$2 43; Lasalle, \$2 32; Monroe, \$3 66; Milan, \$1 91; Raisinville, \$3 25; Summerfield, \$1 87; Whiteford, \$2 79.

The attendance at the union school, in the city of Monroe, has been unusually large the last year. This was due to the plan adopted by the trustees, of uniting with it the private or church schools. Although the experiment was temporary—it now being amicably discontinued—it was beneficial to our educational interests to a very great extent. It has resulted in a superior classification and gradation in all the schools, and in establishing a uniformity of text-books. If such results could in any way be attained throughout the county, it would open a new era of prosperity in our schools.

LIBRARIES.

Most of the libraries are in a neglected condition. Books are damaged, lost, and sets are broken. Some present a well-arranged and neat appearance, with the exception of an undue accumulation of *dust*; in such instances the librarian generally inquires what is to be done with the library money when they have books enough. Much of the fine money goes into the primary school fund in violation of the provision of law which requires that it shall be used for "no other purpose" than the purchase of books. In this connection I will mention that there has been a culpable neglect on the part of several magistrates in

making returns to the county and city treasurers of fine money that has gone into their hands, and which belongs to the library fund. The statute requires them to "pay it over to the county treasurer within thirty days after the receipt thereof." I here give a full abstract from the county and city treasurers' books, of fines paid in for two years past, as follows:

	1865. P'd Co. Tr.	1866. P'd City Tr.	1867. P'd Co. Tr.	1867. P'd City Tr.
Esquire Rother,.....	\$305 00	\$170 23	\$40 00	\$84 00
Esquire Anderson,.....	105 00	.....	.....	.....
Esquire Prentice,.....	43 50	35 00	.....	.....
Esquire Babcock,.....	28 00	.....	.....	.....
Esquire Palmer,.....	.....	.....	1 00	.....
Esquire West,.....	.....	.....	10 00	.....

It is a little singular that Esquire Rother, alone, pays into the library fund over double the amount of all the other magistrates, when it is known that he does but his average proportion of the penal business done throughout the county.

EXAMINATIONS.

I have had 12 public examinations, and 15 private ones. There were one hundred and thirty-three applicants examined; eighty-eight were females, and forty-five males. Twenty-six received first grade certificates, sixty-two second grade, and thirty-four third grade, and eleven were rejected. There are many who did not attend the public examinations and are making constant application for special ones. This is one of the greatest difficulties I have had to contend with, and which I will endeavor to remedy in the future. Not to look upon it in the light of a trespass upon my private time that I have to devote to other pursuits, it is positively impossible to make such examinations thorough and satisfactory. My examinations have been written and oral, chiefly the former. I have been extremely indulgent in granting certificates, and believe that many who have received them are impressed with a sense of their own deficiencies, and that they will enter zealously upon the work of self-improvement, and be prepared at a

future time, to take an honorable position among the educators of our county.

I believe when the educational wants of the people are known, and the best plans are considered and devised for supplying them, that there will be a full acquiescence on their part in all the appliances contemplated by the new law creating my office, that tends to the desired result. If I receive assistance and coöperation on the part of those immediately interested in our schools, I shall expect at another time to report better school-houses, more efficiency on the part of officers, and better methods of instruction.

MONTCALM COUNTY—J. F. COVEL, SUP'T.

There are in Montcalm county, 87 school districts, some of which are unreported by their officers, and of this number 63 have been visited by the County Superintendent.

One State and two County Institutes have been held, and the number attending the same who received certificates of membership and attendance, is 100. There has also been held with adjoining counties, two joint celebrations which were well attended.

Examinations have been held at the close of each Institute, and at different times, at central points throughout the county. I have also held a round of fall examinations in the different townships, besides examining many at my office. The whole number of candidates examined thus far, is 127, of which 80 have received certificates, as follows: three of the first grade, twenty-seven of the second, and fifty of the third. I am sorry to add that, out of the whole number of professed teachers that I have met in my visitations, and at Institutes and examinations, only three were taking an educational journal, and eleven only claimed to have studied any work upon teaching. I will further add that many of this number have since subscribed for the *Michigan Teacher*, and many also have provided

themselves with suitable works for instruction in their profession.

There are 75 school buildings in the county, 32 of which are frame; 38 are of logs, and the remainder board, or log shanties. Some of the districts not provided with a house, have used other buildings for school purposes. The school buildings, for the most, are well located for convenience in attending school; the grounds generally liberal in size, dry and naturally pleasant; but little attention is paid to fencing and beautifying the grounds, and too little to the building and keeping in repair out-houses of any kind—many are wholly without them. In erecting school-houses, we think too little care and attention has been paid to arranging the inside conveniently for school purposes. But few have black-boards enough, and many are without any, and with no suitable place to put one; but few are arranged with a seat suitable for recitations, and many are poorly seated throughout, when we take into consideration the health, convenience and comfort of the pupils, especially the smaller ones. The seats are too high, the desks too high and too far off, in many cases even for the larger pupils.

I have not seen one house properly ventilated and furnished with globes, maps, charts, numeral frames, &c.—nearly all are without apparatus of any kind, and not a few are *improperly ventilated*.

About thirty lectures of a general character, relative to school interests, have been given in different parts of the county, which have been well attended and earnestly listened to.

I have found the schools in most cases, in a condition most admirably fitted for improvement, and the people generally awake to this truth, and ready to assist in the reform. I have been cordially received throughout the county, and the interest manifested by the school officers and patrons encourages not a little, and bespeaks improvements and success in the future.

The people of Greenville, Stanton and Bloomer, deserve special commendation for the very generous and attentive man-

ner in which they provided homes, free of charge, for the lecturers and members of the Institute held at those places.

I will only add that the board of supervisors fixed my pay at \$4 per day, without limiting my time, and that we have reason to hope for the best results in the future.

MUSKEGON COUNTY—DAVID McLAUGHLIN, SUP'T.

Herewith I submit a report of my work as County Superintendent of Schools for Muskegon county. The office being new and the time of entering upon the duties thereof leaving really but two months to visit the schools; for most of the schools have vacation during July and August; I can give but little information not found in the tabular statement of the inspectors. I have visited nine townships for the purpose of holding examination of teachers. In several of these townships no one made application for certificates although due notice had been given—the idea prevailing among the teachers that the certificates held by them were good for the time for which they were given by the inspectors.

Number of first grade certificates granted, 9; second grade, 9; third grade, 11; number of applicants found unqualified, 8; total, 37. Number who held State certificate, 1. Number of schools visited, 14. Number of frame buildings, 11. Number of log buildings, 3. These buildings are well located, with ample grounds, but no attention has been given to their improvement. The furniture in five of these school-houses is not good; in the other nine it is good. Three of the five had no blackboard, and only five of the fourteen had outline maps, and only one well supplied with apparatus. In several districts water has to be carried from a quarter to half a mile.

Four of the above mentioned houses have been built during the year and two of them have been furnished with suitable furniture.

Teachers generally complain of the neglect of the district

officers in not visiting the schools. In my visits I have met eight patrons of the schools and three officers. In seven of the schools visited, the Bible is read at the opening of the school in the morning.

In all the townships and districts visited, the citizens invariably express a willingness to do all in their power to advance the cause of education. One district in the township of Woodland deserves special notice. With a school population of only thirteen, the trustees have offered to pay seven dollars per week for a good and experienced teacher. Such a spirit as these men manifest is worthy of emulation. The patrons of this district are few, and none of them rich, but it is just as one of them remarked to me, "money paid out in that way is like putting it out at interest."

The teachers uniformly seemed interested in their work, and respected by their pupils, and the patrons with whom I conversed, generally expressed themselves as being pleased with the labors of the teachers and the progress of the children.

The above and foregoing is a succinct statement of my labors and observations.

With this new school year, has begun new labors and a more thorough scouting of the condition and management of the schools of the county. The Supervisors having just closed their regular session, decided that two meetings per year should be held in each township in the county, for examination, and two visits should be made to each school during the year. The work can now be laid off with something like system, and I trust the result will prove beneficial and not in vain.

NEWAYGO COUNTY—NEIL L. DOWNIE, SUP'T.

I have the satisfaction of being able to report, that the interest of common school education in Newaygo county, has not only kept pace with, but has in some respects considerably advanced on that of former years. I find a greater desire and

a stronger determination existing among school boards and parents generally, to secure the services of competent teachers, than at any former period. The willingness of school officers this year, above previous ones, to remunerate competent teachers for their services, may be mentioned as a strong proof of the progress of common school education in this county. Teachers' salaries have advanced from 15 to 20 per cent., and yet the supply is not equal to the demand.

The general condition of the school-houses in this county is good. A fine union school-house has been erected this year in the village of Newaygo. Its size on the ground is 64x40 feet; height, 28 feet posts; built of good material, with a hall nine feet wide in the centre, and one lobby for clothes, a library room 24x9 feet, &c., leaving three school rooms and a lecture room, each 40x26 feet, 12 feet high in the clear, and properly ventilated. The estimated value of the school-house, out-buildings, and the site on which it stands, consisting of three and one-fourth acres, is \$7,000. This building is an ornament and a credit to the place.

The number and character of the school-houses recently built, and the preparations that are making for building in different parts of the county, during the ensuing year, clearly evince that the mass of the people are becoming more anxious and willing to contribute to the comfort and convenience of teachers and pupils.

A Teachers' Institute was held in the village of Newaygo this fall, which continued five days, closing with an examination of teachers. The attendance was very creditable to the teachers and the community, and the evening lectures and discussions by Rev. Mr. Springstein, of Croton, Shepherd, of Mecosta, and Col. Standish and Judge Howell, of Newaygo, called out a crowded house. Another Institute will be held sometime in the spring.

I have granted 2 first grade, 12 second grade, and 22 third grade certificates, to 36 teachers. It is very much regretted that all those engaged in the noble occupation of teaching, do

not first attend and avail themselves of the benefits and advantages of our excellent State Normal School, at Ypsilanti.

OCEANA COUNTY—J. BOYNTON, SUP'T.

This, my first report, will be a very brief one. It was not deemed advisable for me to undertake to visit the schools until after the meeting of the supervisors.

TEACHERS EXAMINED AND CERTIFICATES GRANTED.

Forty-four examined; granted certificates to 34, as follows: first grade, 6; second grade, 17; third grade 11. The examinations for this autumn are not yet completed, owing to the fact that many of the districts have not obtained teachers for the winter schools.

CONDITION OF THE SCHOOLS.

They are all very backward, but are gradually improving. Our schools suffer very much from the neglect of the district officers to prescribe text books for their schools. I visited one school during the summer in which there were *eleven classes* in practical arithmetic. I think this evil will be remedied by another spring. It would be impossible for me to give you the list of books that are used. The best I can do is to say, the entire catalogue published in the last thirty years. The most of the boards are now prescribing text books.

SCHOOL-HOUSES.

Generally very inferior, but there are some exceptions. There are but 13 frame school-houses in the county. Six of these are very good; the balance are inferior. In the village of Pentwater a good union school building is to be erected in the spring of 1868. Several more good houses will be erected within the next twelve months.

INTEREST IN SCHOOLS.

In this regard, there has been a marked improvement in the last six months. The people generally are waking up to the

importance of popular education, and seem desirous that their common schools should become what the law anticipates they will be.

TEACHERS' INSTITUTE.

Our first is to convene December 30th, at Pentwater.

I am to commence during this month, and visit as soon as possible, every school in the county. Wherever practicable, I intend to make educational addresses to the people, in the evenings. I think by another autumn, you will see a marked improvement in school matters in Oceana county.

OAKLAND COUNTY—CHARLES HURD, SUP'T.

While the wisdom in establishing the office of County Superintendent was very much questioned by some, and a few narrow-minded persons looked upon it *only* as an asylum for office seekers, the majority hailed it as an auspicious era in the history of our common schools. Nearly all with whom I have conversed throughout the county have expressed themselves as highly gratified with the establishment of the office, and believe it to be just what is needed to raise the standard of education in our common schools.

This county, as you well know, is the largest in the State, comprising twenty-five townships. I have not been able to visit all the schools, and therefore cannot give the exact number, but, as nearly as can be ascertained, there are two hundred and thirty. I have visited one hundred and thirty-five schools, consisting of *all* the schools in fifteen townships, and a few schools in several others.

I have held twenty-eight regular and several special examinations, and have examined 255 teachers, granting 209 certificates, as follows: 19 first grade; 101 second grade; 89 third grade.

Hoping to facilitate the winter's work somewhat, during the

season of good roads I visited the towns most remote. I have worked nearly every day, and have traveled about 3,000 miles.

Only one Teachers' Institute has been held, but I have made arrangements for holding a series of them in various parts of the county.

The examinations have proved that there are not enough *well qualified* teachers to take charge of the schools; that many of them have taught for years, and, content with their *partial* qualification, have not kept pace with the progress made in methods of imparting instruction. These are mostly failures. Others there are who, in consequence of the meagre salary received for teaching, have been unable to properly qualify themselves. These are anxious to receive instruction; and I believe this can be imparted in no other way so universally and successfully, as by holding Teachers' Institutes; for these, properly, conducted will afford them the *practical* instruction so much needed. Hence, I expect to do my most effective work at these Institutes.

There are many excellent schools in the county, but more that are hardly worthy the name. The reason of all this seems to be, that persons with little or no education could obtain certificates, and school boards would employ them because they would teach *so very cheap!* The *people*, however, have not, as a general thing, countenanced such proceedings, and have frequently requested me to make my examinations rigid.

There are very many good school-houses, and a large number also that are not fit for use. Many fine buildings are being erected this year, which reflect great credit upon the districts in which they are situated. Indeed, there seems to be a waking up in this direction, and people are beginning to realize that in order to have good schools, commodious houses are necessary. The most serious faults, however, are the improper seating and ventilation of the buildings. In this respect, also, I am happy to note signs of reform.

Among the school-buildings now in process of erection, may be mentioned one at Holly, at a cost of \$25,000; another at

Birmingham, costing \$12,000; and a third at New Hudson, costing \$7,000. In the country, quite a large number of brick buildings have been erected, costing from \$1,200 to \$2,000.

In the 135 districts that I have visited, there are 113 frame, 11 stone, 4 brick and 5 log houses. Of this number, only 57 are in a good condition; 59 are not fit for use, and the rest need much repairing. The schools in the city of Pontiac and in the village of Birmingham, are not included in this number.

The whole number of pupils attending these schools during the summer was 3,979; the average attendance, 2,846. Of this number there were 1,732 boys, and 2,247 girls. The average amount of wages paid each teacher per week, was \$3 12 $\frac{1}{2}$.

The Board of Supervisors made my compensation \$4 per day for 300 days.

I cannot close without putting upon record my hearty approval of the new system. It has met thus far the most sanguine expectations of its friends, and is destined to make our common schools in *deed* what they are in *name*—the *real* educators of the people.

SAGINAW COUNTY—REV. J. S. GOODMAN, SUP'T.

I have the honor to submit the following report of work performed during the six months closing with October 31st, 1867:

I find that there are in Saginaw county, as reported by the township inspectors, 93 districts. The true number is, as I believe, a little more than this—some four or five not being reported. Of these I have visited the greater part, though, as my record has had reference rather to the schools in actual progress, than to districts which I reached after the schools had closed, I cannot give the precise number. I have examined seventy-one teachers, and have given four first grade certificates, four second grade, and sixty third grade. In three cases certificates have been refused. There are in the county

about one hundred and twenty public schools, including those in East Saginaw and Saginaw City. Of these I have visited seventy-one, and hope during the winter to visit, or re-visit the entire number. It is my settled purpose to visit every school at least twice a year. In some of the more sparsely settled portions of the county, I find it impossible to visit more than one or two schools per day. Indeed, I have deemed it necessary to spend about half a day in each school, that I may learn as much as possible of its workings and condition.

At the date of this report (November 1st), we are holding a County Teachers' Institute, in East Saginaw, at which about sixty teachers are present, and in conducting which I am greatly assisted by Profs. Estabrook, Ewing and Truesdale, Rev. L. C. York, county superintendent of Genesee, and Dr. Jerome, of Saginaw City. Steps have also been taken towards the formation of a Saginaw Valley Teachers' Association.

So far as the interests of the great work of education are concerned, while there is great room for advancement, there is still ground for encouragement. The general condition of the school-houses, while not all that could be desired, is still better than I expected to find it. The majority are tolerably commodious and comfortable. The great lack is in the direction of school furniture and educational apparatus. Few of our school-houses are provided with facilities for teaching—many have no black-boards; some have them, but so small or so worn as to be of little service. So far as outline maps, numerical frames, or globes are concerned, their presence are like angel's visits, few and far between. In some of the school-houses there is not even a chair for the teacher—much less, a spare one for any visitant who may chance to stray along. The greatest difficulty in the successful prosecution of our educational work—greater, as I conceive, than all others combined, is the irregularity of attendance on the part of the scholars. I do not believe we shall have, or can have good schools until something is done to check this evil. On commencing to visit

the schools of this county, I took the number enrolled and then asked the teacher for the average attendance. After a time, however, it occurred to me that it would be better to note the actual attendance upon the day of my visit. I pursued this course in thirty-three schools, with the following results: Scholars enrolled, 967; present, 446, or about forty-six per cent. In our city schools the average is much higher; though if we estimate the entire number of children between the ages of five and twenty ever there, it is far too small. In East Saginaw it does not exceed fifty-five per cent. The result of my investigations in this direction, has led me to believe that we shall fall far below the highest degree of progress in our educational work, just so long as this state of things exists. Hence, I have everywhere advocated the passage of two laws—one making all the public schools FREE, and the other making attendance at school (some school) compulsory. I would have no man compelled, by poverty, to debar his child of an education—and no man allowed, on account of meanness, to prevent his child from being educated. In presenting these views, I have been surprised to find how general their acceptance, especially by school officers, and all who seem really interested in educational work. With the general principles, all, so far as I have found, agree. The only fear is lest there may be some difficulty in arranging the details of a compulsory law.

Another branch of this work, and one whose results are far less satisfactory, is that which pertains to the township, or district libraries. With a few exceptions, the whole thing is almost a failure. In some towns they have township libraries; in others, district libraries. Almost everywhere the books are in bad order, and very few can be found. In some districts no books have been purchased for years, the money having been used for other purposes—and I have heard of one district where they sold the books to pay the teachers wages. What can be done to make the system effective, and the libraries a power for good in the work of education, I have yet to learn.

Some very creditable school-houses have been either com-

menced or completed during the past summer. In Saginaw City one is in progress of erection, said to be unsurpassed, if indeed, it is equaled in the State. Its cost, when finished and furnished, will fall little short of \$100,000 00. In East Saginaw, a ward school-house is also building, at a cost of some \$18,000 or \$20,000. In Carrolton a very comfortable frame school-house has been completed, and is to be used for the winter school. At Bridgeport, a brick school-house is to be finished about the last of the year, while district No. 1, in the township of Saginaw, has nearly completed a very comfortable brick house.

In conclusion, allow me to add that I have everywhere been received with the greatest cordiality; and that, while the new system has been attended with some slight inconveniences, there seems to be a growing conviction that it only needs a little time to enable it to work out results in the highest degree beneficial to the educational interests of our beloved State.

SANILAC COUNTY—C. S. NIMS, SUP'T.

The schools of this county are generally backward, corresponding usually to the newness of the country. Still, the school-house is the first public improvement made by settlers, and generally a commendable interest is felt in the success of the schools, and much pains taken to promote their interest by voting money for their support, and exercising care and judgment in the selection of teachers. In others little interest is felt, and no pains taken to secure schools for a longer period than is absolutely necessary to secure the school money.

The houses are generally poor. There are three very good brick school-houses, forty-four frame, and twenty-seven log houses in the county. The log houses are bad and miserably furnished. The frame houses are mainly cheap structures, made without any regard to taste or comfort. Some, however, in the older towns are quite neat and comfortable. There is a

tendency to improvement in the erection of suitable buildings to accommodate the growing wants of the community. In a few instances, private houses are used for school purposes.

I have examined forty-eight candidates; rejected two; granted eight certificates of the first class, twenty-four of the second, and fourteen of the third class. The teachers generally indicate an adaptation to their business, and tolerably good qualifications. We have not more than half a dozen schools in the county, that the second grade of teachers are not capable of teaching.

I have visited forty-four schools, and found twelve school-houses closed when I made my tour. There are 82 schools in the county and 78 school districts. I was not able to visit the whole county during the summer term, having only about two months in which to do it.

I found the people *generally* ready to favor the new system of County Superintendency, but in the newer towns, some fears have been expressed, that it would work such a change in the qualifications required of a teacher, that none but the higher priced teachers could get certificates, and the school-houses in the poorer districts must be closed by reason of their inability to pay the wages demanded. Had I strenuously insisted on reexamination of the teachers I found in the school-houses in my visits this summer, I am satisfied that half of the districts would have been without schools the balance of the summer, for I found many persons engaged in teaching that could not have passed the shadow of an examination. I preferred, however, to let them go on as they were, until I had had an opportunity to canvass the county and ascertain the wants and requirements of each particular district. Many of these poor teachers have either given up the business, or concluded that a little more schooling in their own case is necessary before they attempt to pass an examination in the unheard of studies required by the County Superintendent.

The libraries are in a deplorable condition. In most cases *the library money* is merged with the other school money, in

such a manner that it is impossible to ascertain what proportion belongs to the library fund, and it is usually used for general school purposes, or becomes lost before it comes to the disbursing officers. In very few instances have any additions been made to the township or district libraries, for years.

I have held no Institutes as yet, owing to the fact that I have been unable to procure the necessary assistance, but intend to do so as early as practicable.

I have endeavored to secure the organization of a Teachers' Association, but as yet without success. I hope to accomplish it the coming winter.

The county is comparatively new, the roads superlatively bad, and the population so scattered throughout the county that the visiting part of my duties is anything but pleasant. I have traveled over six hundred miles, principally on foot, in accomplishing the little I have been enabled to do thus far.

After the present system has had a fair trial, I am satisfied that the people will heartily endorse it. Objections melt away as they see its practical workings, and the *expense*, the great bugbear, is not felt, it being in fact not much more than under the old system.

SHIAWASSEE COUNTY—T. C. GARNER, SUP'T.

In the introduction of any new work for public good, or in the inauguration of any radical change in a system of long standing, many embarrassments must be expected, and numerous difficulties encountered. For the overcoming of these, the assistance and advice of those most experienced is greatly needed. The office of county superintendent of schools, to me, has not been free from embarrassment; yet, the several supervisors and township clerks have all willingly given me what aid they could, to make the new law efficient and popular.

Since the first of June last, I have visited most of the schools in each township, comprising about eight-ninths of all

the schools in the county. I take pleasure in being able to say that, with a few exceptions, the teachers were earnest and faithful. Many of them labor under great disadvantages, in school-rooms poorly ventilated, destitute of everything necessary for a successful and attractive school; yet, with a truly commendable zeal, and real love for the avocation of teaching, we find them striving to make their respective schools the pride of their patrons and pupils.

The number of schools visited by me is 91; whole number of school-houses in the county is 104. Of these, 5 are brick, 72 frame, and 28 are log. Of the frame buildings, 34 are in good condition; 27 need to be thoroughly repaired. Some of them should have new floors and ceilings, and most new furniture, and eleven are too dilapidated for use, and will soon give place to better ones.

Of the log houses, ten are in good repair, and well seated. Eleven need repairing and more comfortable seats than slab benches without backs, and seven ought to be abandoned, as they are too dilapidated to be made tenable. Poor districts cannot afford to throw away their money by trying to keep up schools in such houses. The brick houses are in very good repair, and seated with regard to comfort and health.

There have been built during the year, two frame, two brick, and one log houses, all well seated. Only twelve school-houses in the county are fenced; many others have ample grounds, and if fenced properly, and shade trees set out, would be very attractive. Six schools have globes; two are supplied with Pelton's outline maps, two have Cornell's, and eight are supplied with Mitchell's. Thirty-one districts are supplied with Webster's Unabridged Dictionary; these and the outline maps have not been properly taken care of by the teachers and pupils. Twenty-three schools have books entirely uniform, and eighteen uniform with the exception of arithmetics; thirteen uniform except geographies; twenty-nine others uniform in readers only, and seven without any uniformity at all, having at least a part of two series in each branch taught; thus

lessening one-half, the advantages that might be gained if the books were all uniform. These seven districts are limited in regard to means, and can ill afford to thus throw away one-half of the benefits which the school law places within their grasp. I earnestly hope that every school board in the county will see to it, that the books are entirely uniform in their respective districts.

Forty-one districts are supplied with Adams' system of school records. Thirty-one districts have good black-boards; thirty-eight have very imperfect ones, or those entirely too small for practical use; twenty-two have none. Number of districts without out-buildings, twenty-nine; with out-buildings, sixty-one; with those too dilapidated for use, eleven.

Whole number of teachers examined, one hundred and fifty-nine; number of certificates granted, one hundred and nineteen. Of these seven were of the first grade, six of the second, and 106 of the third. Number refused certificates, forty. The examinations have been mostly written. Of the number holding certificates, thirty-nine are males and sixty-four females. All but seven have had previous experience in teaching.

There are five graded schools in the county; one at Laingsburgh with two departments; one at Vernon, and one at North Newberg, each having two departments, both of which schools need new buildings before they can be really prosperous. The union school at Byron, in charge of Prof. Hughs, is in a very flourishing condition. A new building has been erected on the same site with the main edifice, and is occupied by the primary department.

The enterprising people of Owosso city are erecting a truly magnificent union school edifice in front of the old building, but entirely detached from it. It is built on the same general plan as the Coldwater union, and will be completed in time to be occupied at the commencement of the next school year. Prof. A. Hardy took charge of the school in September last, and with the aid of an excellent corps of assistants, is rapidly winning for it a deserved popularity. The impetus which he

has given to educational affairs in the city, shows preëminently that he is the right man in the right place.

The new union school-house at Corunna, is all completed except seating the chapel. It is three stories in hight, besides the basement, and is seated for six hundred and thirty pupils, exclusive of the chapel, which can be occupied by the high school department when necessary. The number of resident and non-resident pupils in attendance is much larger than any previous year. The school is well supplied with apparatus and a good reference library. Thirty-four teachers have been supplied to the county from this school for the present winter.

The school libraries of the county, I find universally neglected. Nothing except torn fragments can be found. School boards and friends of education, all admit the necessity of sound and wholesome literature to aid the youthful mind, and perfect a healthy moral and mental development. I am fully satisfied that if our school libraries were properly fostered, it would elevate the educational standard of this county, at least one hundred per cent. Our present library system is in very many respects, excellent, but if there were some adequate, regular means provided and rigidly enforced by law, and in no case left to the option of districts, would it not replenish, and render efficient our now dilapidated libraries? If there is not some effectual means secured for their support, they will soon be numbered with the "things that were."

Under the present system, a much higher grade of scholarship is expected of candidates for teachers than formerly. To secure this, some provisions for normal classes must be afforded in our best union schools. The full supply of competent teachers for all our primary schools, necessitates that some means be afforded for a more extended course of instruction than can be given at a County Teachers' Institute, of a few days continuance. It is needed to dissipate the impression that "any one can teach a primary school." Then, with a firm, undeviating policy in the granting of certificates, we may soon hope to *realize rich fruitage* by the present change in our school system.

ST. CLAIR COUNTY—JOHN C. CLARK, SUP'T.

There are in the county of St. Clair 142 school districts and 145 school-houses. There are four union schools, two having been formed during the past year. The schools generally are not of so high a grade as I hoped to find them, though there are many that would do credit to any town in the State. Apart from the union schools, I find them almost destitute of apparatus; only one, I think, being furnished with a globe, but three or four with outline maps, and none with charts, numeral frames, &c.

I observed during my visits in the summer, that badly arranged school-houses, incompetent teachers, irregularity of attendance, too great a variety of text-books, and the failure on the part of parents to provide their children with proper books, or in some instances even with any, were the causes that generally interfered with the success of the schools. Especially have I met with much complaint from teachers, in regard to irregularity and want of books on the part of the children. There has not been much advancement made in school architecture. The school-houses may be divided into three classes: good, poor, and very poor. Not more than one in eight belongs to the first class, and can be called really suitable for the purpose for which it was designed. Of the rest, the arrangement of the seats, the mode of ventilation, the conveniences for warming, and, in some cases, the site of the building, are particularly objectionable. There is, however, progress in this direction.

Several new school-houses have been built during the year; one of them a union school building, and in other districts the people contemplate remodeling their present houses, or erecting new ones. And, although for a while, we shall have to contend with unsuitable school-houses, poor schools and incompetent teachers, because there are districts so poor that they must have such or none at all, yet as every improvement in schools, or school buildings, suggests improvement somewhere else, it is easy to look forward to the time when the unsightly school-

houses and poor schools of to-day shall have passed away forever.

The proportion of good teachers is larger than that of good school-houses. Yet I find in many of them a serious lack of culture and want of preparation for the duties of their profession. They are content with too limited an education, and the feeling is too prevalent, both among teachers and those who employ them, that small acquirements will answer to teach a district school. This class of teachers is being gradually dropped from our roll, and there will be fewer of them next year, than there have been this.

During the summer, I visited 109 schools, some having closed before I reached them. I purpose, the coming winter, to revisit these, and visit those I did not see in the summer.

There are twenty-three towns in this county. I have held public examinations in fourteen of them this fall, usually meeting the teachers of two towns together. I have also held other appointments for the examination of teachers. I have granted 101 certificates, as follows: three of the first grade, twelve of the second, and eighty-six of the third. There have been no Teachers' Institutes or Conventions held in the county this year. I intended calling three of one or the other, but found I should be unable to attend them, and so deferred it.

The board of supervisors, at their annual meeting, fixed my compensation at \$5 00 per day, and my period of labor at from 225 to 250 days. I have merely to add that, in my visits to the schools throughout the county, I have been everywhere cordially received, and that the improvements recently made, and still in contemplation, indicate an increasing interest in the cause of common school education.

ST. JOSEPH COUNTY—REV. CHAS. M. TEMPLE, SUP'T.

In making a report of service rendered as County Superintendent, I have to say, that I commenced the duties of the

office soon after the first of May. I visited the summer schools as far as practicable, but found the territory of the county much more extensive than I had supposed, and consequently the labor of visiting the schools very arduous. I was not able to visit all the summer schools, but have made 100 visits; there being about 130 schools in the county. Most of the schools I found in a prosperous condition. The school-houses, as a whole, are very commendable. There are eight union schools in the county that are doing a good work for the cause of education.

We held inspections for the fall schools the last week in August, in four different places, by linking four towns together, thus accommodating the sixteen townships of the county. We held inspections for the winter schools, the last week in October, and the first week in November, by linking two townships together. These inspections were thinly attended, and a large number of the applicants poorly qualified. Since then there has been a large number of individual applicants for inspection, whose scholarship has averaged higher than those present at the regular inspection days.

In all, I have granted 8 first grade certificates; 28 second grade certificates; and 112 third grade certificates. It is evident that the standard of scholarship is not as high as desirable.

As the law creating the office of County Superintendent requires that the Superintendent shall promote by Institutes, the cause of education, I accordingly held one County Institute at Sturgis, the first week in October. It was largely attended; nearly 100 teachers were present, and all the exercises, it was thought, passed off to the improvement and satisfaction of those who attended; and I am very confident that County Institutes may be an efficient aid in the cause of education.

TUSCOLA COUNTY—J. D. LEWIS, SUP'T.

Prevented from entering upon the discharge of my duties as Superintendent of schools for the county of Tuscola, until about the first of July, being till nearly that date, retained in charge of the Vassar union school, I am not able to report as fully the condition of the schools of the county as is perhaps desirable. I will, however, proceed according to my ability.

The number of schools in the county is eighty-nine, and of these, three-fourths have log houses, which are generally very poorly furnished, and are always more or less uncomfortable. Nearly all these are supplied with long, rudely constructed desks, at which the pupils sit, upon benches of like length, movable, and without backs. A pail and stove are usually supplied, but beyond these, nothing is found except an occasional black-board, small, and almost useless. Sometimes a temporary structure of rough boards is met with—available only for summer use. These things are unavoidable as incident to pioneer life, and in many instances, can only be regarded with great favor, as creditable marks of a sorely burdened people, to educate their children. Time will give place to better accommodations.

The remaining buildings are frame, some of which are little or no better than many of the log houses. Many, however, are large, commodious, and well constructed, with improved desks and seats, high between ceilings, supplied with large black-boards painted upon the walls, with rooms and hooks for clothes, desks for teachers, good stoves and pipe and arrangements for ventilation. The buildings of this class are well painted inside and out, and usually have a plat of ground embracing from three-fourths of an acre to two acres. A few good buildings have been erected the past season.

ORNAMENTING.

I know of but a single instance in the county where any attempt has been made at ornamenting school grounds, and that a feeble display on the grounds of the Vassar union school.

Too frequently our wealthiest districts, possessing fine houses, have failed even to inclose their lots with a fence of any description.

GRADED SCHOOLS.

During the fall, two graded schools have been organized; one at Centerville, and one at Tuscola, and an attempt to organize a third was made at Unionville, which failed through failure to comply with the law. The attempt will be renewed next fall, no doubt, with better success.

At Centerville, vigorous movements are already on foot to construct a house, the dimensions of which are to be 40 by 60 feet, two stories high, with four large rooms, two above and two below. It is the purpose of the citizens to complete this by spring.

The Vassar union school, at present under the charge of Prof. S. A. Hill, formerly of Birmingham, in this State, is in a flourishing condition, and generally offers all the facilities for instruction requisite in a preparatory course. One of the great needs of this school is apparatus, with which, as yet, it is very scantily supplied. It usually secures a liberal attendance of pupils from all parts of the county.

THE SCHOOLS.

The schools themselves are generally in a backward condition. Usually they have been under the charge of female teachers, possessing a low grade of qualifications, such as people oppressed with the heavy burdens of clearing up a new country, were able to employ. More money is being appropriated for the ensuing winter schools, which are being placed under the supervision of a better class of teachers generally. In portions of the county an earnest feeling is manifest by the people in behalf of education, and there appears to be a firm purpose to furnish better educational advantages to the young, and no doubt this will be accomplished, as fast as the increasing wealth of the communities will enable them to sustain the additional expense. Thus far, however, in the largest part of our

territory, little has been done beyond organizing, erecting a poor house, and employing a cheap teacher, which is the best the people were able to do. The school books throughout the county are very uniform. Sanders' series of readers, Sanders' speller, Thompson's practical arithmetic, Davies' and Thompson's mental arithmetic, Sill's grammar and Mitchell's geographies, are almost universally in use. Sometimes Clark's grammar and McNally's geographies are found, and outside of the Vassar union school, the studies mentioned above are the only ones found to be taught in the past summer schools, excepting in one school, algebra, and in another, orthography.

The schools are almost entirely without apparatus. A few maps in two or three, a single numerical frame, and a set of Spencerian charts, is all that can be mentioned. Not a globe, or set of blocks, or instruments of any kind, for illustration in any science, can be found. An appropriation made a short time since, by the Vassar union school, for the purchase of a limited amount of mathematical and philosophical apparatus, is a step which we trust will be followed up with good results.

LIBRARIES.

Libraries are almost entirely disregarded. In most townships, and in some districts, a poor, deserted, dilapidated concern is found, called a library, consisting of a few volumes of torn, and badly defaced books. Not even the little advantage offered by our laws to this means of education, seems at all to be appreciated or used by the people; and during the past few years, scarcely a dollar has been expended either to institute new, or to replenish old libraries. They are, indeed, rapidly fading away.

INSTITUTE.

An Institute was held at Vassar during the middle week in October, for the benefit of the teachers of the county. Forty-one were enrolled and attended regularly during the week. The exercises of the Institute were conducted by myself and Prof. S. N. Hill, whose services were valuable, and contributed

largely to make the Convention a success. A good interest was manifest, and a beneficial influence went out, which is already being felt, to the advantage of our schools. It is the purpose to hold two Institutes in the county each year.

CERTIFICATES.

I have granted seventy-five certificates of qualification to teachers, and have examined about one hundred applicants. Not enough teachers have taken license to supply all the schools of the county, and as a consequence, some districts will be without a winter school, notwithstanding better wages are offered than has ever before been commanded.

VAN BUREN COUNTY—C. F. R. BELLOWE, SUP'T.

Being prevented by the duties which devolved upon me as principal of the Decatur graded school, from engaging in the work of county Superintendent, to any great extent, until the middle of July, my report will necessarily be brief. Before the closing of the summer schools I was able to visit but few more than the schools of two townships. In respect to the condition of the schools of Van Buren county, but little could be said upon anything wherein they peculiarly differ from the schools of the county generally, throughout the State. We find the usual diversity of condition of preparation among our teachers for the solemn responsibilities which devolve upon them—the usual heterogeneity of text-books, the common lack of the appliances which the best success of our schools demands, and to some extent that apathy among the pupils which may justly be attributed to the imperfections of the old system. But at the same time there is, perhaps, no county in the State, where the majority of the people are characterized by a larger generosity in providing the means of education. The villages of Paw Paw, Decatur, South Haven and Mattawan, have each a flourishing graded school. Breedsville, Bangor, Lawrence, Keeler, Hartford, Bloomingdale and Lawton are rapidly mov-

ing in the same direction; and I doubt not that within two years, Van Buren county will point you with pride to at least ten graded schools, with complete academic courses of study, and with full corps of well trained, professional teachers. In the country districts, a large number of tasty and commodious school-houses have already taken the places of the little, low and unattractive ones first provided; and a still larger number are in contemplation of building during the coming year. The importance of an elevation of the standard of qualification of teachers, is universally admitted, both by the teachers and the people, and general sympathy for, and confidence in the new system, cordially manifested. An earnest County Teachers' Association, and also Township Associations, in most of the townships, have already been organized. In the department of inspecting teachers, my work has necessarily been limited. During the summer it was confined to the few who, from not having expected to teach, had not availed themselves of the opportunity to obtain their certificates of the township board. Of these, there were only thirteen.

Such is an outline of my work as Superintendent, up to Sept. 1st, when the schools of the county having generally closed, I was obliged to return from my field and devote myself to laying out plans of operation for the fall and winter. I immediately arranged and circulated notices of a series of nine Institutes, of two or three days each, at the most eligible points in the county. While making the circuit of the county, visiting the places where I had made appointments of Institutes, and arranging preliminaries to a successful campaign, I received an invitation to the field where I am now laboring. [Prof. of Mathematics in the Normal School.] I was thus obliged to leave my plans to be executed by another. I was able to attend in person but three of the Institutes, but am happy to state that each appointment was fulfilled by Mr. E. A. Blackman, whom I was so fortunate as to obtain to represent me at these meetings, and who subsequently became my successor. There are now many who are happy to bear witness to the able

manner in which the work of the Superintendency is being performed. I trust that from him will come what my report must necessarily under the circumstances, lack of that roundness of completion which I would have desired.

WASHTENAW COUNTY—REV. JOHN D. PIERCE, SUP'T.

I have the honor to report that the school inspectors have made returns from 163 districts. Nine are graded schools. The one at Ann Arbor employs twenty-eight teachers; Ypsilanti, nineteen; Dexter, six; Chelsea, four; Manchester, seven; the two in York township, six; and the one in Dexter township, two. Here, then, are seventy-six teachers in nine schools.

Manchester has just completed a fine house at an expense of \$21,000. The people of Saline are preparing to do likewise. The union and graded schools have already large and commodious buildings. In other parts of the county we have quite a number of houses that are an honor to their respective districts. Many are of the ordinary type. While they may be called respectable, they are not what they should be. Others are not worthy the name of school-house. The great fault is in the seating—seats too high for children. Some are badly located, having no shade; standing at corners of highways so as to have the benefit of all the mud on two sides, in wet weather, and of dust when it is dry; seemingly so arranged as to make the location the most unlovely spot in the district. I have yet found none destitute of out-houses, pail, cup and broom.

Adding the union and graded schools to the single districts, the county requires an educational force of 230 teachers to keep them all in working order. To them is committed, for the time being, the training of 12,326 children and youth. No lead or line can sound or measure its importance to them. How preposterous, then, and even cruel and wicked, to put into the school room incompetent teachers. It must not be

done. The waste of money is not to be compared with the loss of time to the rising generation.

I have held the past season, two County Teachers' Institutes, both of which were as successful as could have been expected. I was aided by Prof. W. Payne, two days; by Prof. S. S. Babcock, ten days; and by Miss S. Pierce, of the union seminary, ten days; and by Prof. Goodison, of the State Normal School, and by others. I avail myself of this opportunity to express my high appreciation of their services, and to say that if all occupying such positions would thus labor, it would aid greatly in fitting teachers for their duties.

I have visited eighty-one districts in the eastern part of the county, and fifteen rooms of the graded schools. I deem it proper to say that the inspectors have failed to note many of the visits that have been made. I have held thirty-eight examinations at different times and places; six of which were for individual cases. The balance numbered from two to nineteen; 207 applicants have been examined—to these I have given forty-one first grade certificates, eighty-seven second, and fifty-five third grade, making 183 certificates of all grades given.

I have heard a vast deal the past twenty years, of progress, and new methods of teaching, and accordingly have been greatly surprised to find such lamentable deficiency among so many of our teachers. When we had no maps, something like forty years ago, I asked a candidate to locate China. "I believe it is to be found somewhere in Mexico," was the answer. I did not think this could be equaled at this day. But, I have had within the past eight weeks, Venezuela bounded on the north by the Mediterranean sea; also bounded on the south and west by Rio Janeiro, and again on the east by Morocco. Michigan bounded on the west by "West-conson." The torrid zone located between the Arctic and Antarctic circles, and twenty miles in width. Mount Hecla given as one of the three highest mountain peaks. The river Po among the ten largest rivers on the globe.

Others have proved themselves deficient in grammar; while they could repeat some of the newly-coined terms that have been introduced, they seemed to have no definite idea of the relation of one word to another, or of one part of a sentence to the other parts, or even how to analyze the simplest sentence.

But the greatest deficiency has been in spelling. Equator has been spelled "Euquter;" "indiggative" for indicative; "etermologer," for etymology; "god," for good; "gon," for gone; "layed," for laid. Any number of similar errors might be cited, having had as many as sixteen mis-spelled words on a single page of common paper, and all the numbers below in many other cases. While there may be no honor in spelling correctly, it is a discredit not to be able to do it. It has been said that the old men do not spell any better than the younger class. It is a sufficient answer to say, that the old had not one-third the opportunity in time or means, that the young have had; besides being out of the habit of writing to any extent for some time. But why is it so? It is the legitimate result of the course pursued during a number of years past. The good old spelling book gave place to a set of inferior books. Then the practice of spelling a few words from the reading lesson was adopted, and all interest in spelling ceased. There is hence no system, no method in teaching this branch. The elementary spelling book was constructed on the principle of classification, and gave rules for spelling, which greatly aided both teacher and pupil, not only in spelling but also in pronunciation. And there can be no doubt that this book, ten million copies of which have been sold, has done more to preserve uniformity in this respect, than all other causes combined. But as this book may be regarded as out of date, old foggy, let us have DeWolfe's new speller, which is constructed on the same principle and contains more than the elementary. It is just what we need in all our schools. So sensible have the faculty of Yale College become of the wretched spelling of the times, that they now require an examination in spelling, as well as in some other primary branches. The time was when many

a child from ten to twelve, could spell every word in the elementary spelling book. How is it now? Is it not a day of hobbies? We have had the grammar hobby, with a set of new illogical terms; the defining hobby; the object lesson hobby; the drawing and map-drawing hobby, and various others; and now we have a new one coming into vogue, and it too, must have its run. I may add the peculiarity of the leading hobby-riders is—they all have books to sell. These things have a relative importance, but they should not be allowed to crowd out weightier matters. I have had before me the past season an illustration of the importance of the State Normal School, and also of the higher grade of union schools. Nearly all the applicants from these schools I have given first grade, and a good share of those who have received second grade certificates, have attended, more or less, some one of them.

In my first report, Jan. 1837, I affirmed the principle that the property of the State should be holden for the education of every child in it. Its good order and safety require it. Of this there can be no doubt. There are in our cities and villages a class of boys with no schooling except what they get in the streets, and this is fast training them either for the House of Correction or the State Prison. Is it not, hence, the duty of the State, to provide in some form, for their education?

In regard to compensation, I have to say that the supervisors of this county did all that they consistently could; allowing five dollars per day for 300 days, and fifty for stationery, and providing a room for an office, and it was done unanimously.

WAYNE COUNTY—L. R. BROWN, SUP'T.

I herewith present a synopsis of my labor since the assembling of the Convention at Jackson in May last. I have visited 60 schools, the majority of which were very well conducted so far as I could observe, and from what information I could obtain from the officers of the schools in their respective districts.

I have endeavored to encourage both teachers and pupils in their relations to each other, and feel now that the more effulgent beams of the great educational luminary will warm, refresh and strengthen the drooping spirits of the friends of education as it rises in its majesty, dispensing light and heat, cheering the masses on to the high position they were destined to fill by their Creator.

Some of the schools the people may well be proud of—but generally they are medium in teachers, pupils and attendance. Some, I am sorry to say, in my judgment, are worse than useless.

The school-buildings, grounds and fixtures, all compare favorably with the interest in the school—where there is interest the outside appearance and comfort of the place with its surroundings, all, all speak in language not to be misunderstood, and *vice versa*.

I have examined 135 teachers, who have generally acquitted themselves very creditably—however, there is room for improvement among all, or nearly so.

I have granted 100 certificates, graded as follows, to wit: 12 certificates of first grade; 61 certificates of second grade, and 27 third grade, or discretionary.

I have found it impossible to meet the strict requirements of the law and your instructions—but have endeavored to be as thorough as I could consistently with my conscience, the wants of the people, &c., with your instructions before me. There is a want of thoroughness in teaching, and a want of adaptation with many to teach, to impart instruction. This, I apprehend, is produced by the indifference of school officers in employing those who will teach the greatest length of time for the least money—without any regard or scarcely any, how or what they teach, or whether they teach at all—only so they spend their time with the children at the school-house. This is a crying evil, and can be very much remedied by the frequent visits of district officers during the school term.

There seems to be an increasing interest on the part of the

active friends of education, to see the present plan and system of county superintendents succeed; they seem to see prospectively, the interests of education very much improved through this channel, and are quite sanguine of its availability, especially in the rural districts. I have traveled, in the discharge of my official duties, 1,000 miles, on horseback; have written 346 letters on official business, and 50 pages of notes, statistics, &c., connected with schools.

Within the townships I have visited, there are now in progress of erection, two large, fine school buildings; one at Flat Rock, township of Brownstown, at a public cost of \$8,000. One at Bellville, township of Van Buren, at a cost of about \$6,000, both similar to the plan No. 5, of school laws of 1864, built substantial and after the improved method of construction, ventilation, arrangement and finish. These are capable of seating about 300 pupils each, and will be complete on or before January, 1868.

At the city of Wyandotte there are ominous signs of good—they have had, and are still having, preliminary meetings to pave the way for a first class union school at a cost of from \$25,000 to \$35,000. At their request I was present with them at one of these meetings on the 7th inst., and can say of my own knowledge, the people of Wyandotte have noble, generous hearts and open purses, and will no doubt ere long erect an educational monument for the youth of that young and thriving city second to none in the State. God speed them in their work and labor of love, “that the rising generation may rise up and call them blessed, and children unborn shall cherish their memory.”

There are several district school-houses being erected in the county, and others undergoing repairs. I had thought to find some fault, but will defer questions for discussion, suggestions, &c., to our convention, which I suppose will soon assemble.

EDUCATIONAL FUNDS.

The educational funds of the State, permanently invested, so that the interest only can ever be used, appear from the books of the Auditor General and the Land Office, on the 30th of November, 1867, to be \$2,925,643 99. This is \$145,351 26 more than was reported the last previous year. The several funds stand as follows:

Primary School Fund, 7 per cent.,	\$2,149,350 15
" " " 5 " "	151,824 15
	<hr/> \$2,301,174 30
University Fund, 7 per cent.,	557,833 00
Normal School Fund, 6 per cent.,	66,636 69
	<hr/>
Total,	<u><u>\$2,925,643 99</u></u>
Increase of Primary School Fund,	\$ 126,148 88
" " University Fund,	18,562 38
" " Normal School Fund,	640 00
	<hr/>
Total,	<u><u>\$ 145,351 26</u></u>

The 7 per cent. Primary School Fund, is from the sale of Primary School Lands, granted by the General Government, upon the admission of the State into the Union. These lands are now not far from half sold. They can be had for four dollars per acre; one-fourth of the purchase money down, the balance payable at the pleasure of the purchaser; the lands being forfeited to the State, on any failure to pay 7 per cent. interest, annually. All money paid upon the principal is made a permanent loan to the State. The Fund from Swamp Lands also remains in the hands of the State, and upon which 5 per cent. is paid.

All the interest from the State and from purchasers, is apportioned in May of each year, to the districts reporting three or more months legal school for the previous year, according to the number of residents between five and twenty years of age. The amount apportioned in May last, was \$143,787 59, or 45

cents per child. But the population of the State is increasing faster than the fund; and while such is the case, the amount per child must continue to diminish. In 1850, it was 34 cents per child; in 1853, it was 36 cents; in 1856 and 1857, it was 53 cents. It has since varied from 42 to 50 cents. Supposing it to amount now to 50 cents, it would require a section to be sold for every increase of three hundred and fifty-eight children, to keep the apportionment at that point. To keep the amount *per capita*, up with the increase of children for two years past, would require the sale of the entire school section (or equal to that amount) in one hundred and eleven townships. This, however, is an extreme case; as we can hardly expect the children of school ages to average an increase of nearly twenty thousand per annum, as in the past two years.

The University lands granted by the General Government, amounting to 48,000 acres, have all been sold, with the exception of a few hundred acres of little value. The Fund shows that the amount realized from them averages about ten dollars per acre. The price for the last twenty-five years has been \$12 per acre. These were selected lands, and generally, of course, of good quality. The Primary School lands were the 16th section of each township, whether swamp, lake, or otherwise. But a very large portion is equal to any selected land. It is difficult to perceive the policy of selling the whole at four dollars per acre, when the University lands all sold readily at an average of *ten*! What would be thought of an individual who should advertise that he had a million acres of land in all parts of the State, the best for sale at four dollars per acre, and the poorest for no less? We have known Primary School lands to be purchased by speculators, who had "posted" themselves in regard to localities, at four dollars per acre, for which within twelve months, they refused to take forty. "Land sharks," as they are sometimes called, are on the watch to get hold of the best of the School lands, just in advance of population, which they know will increase their value from two to ten fold. These watchers sometimes find School lands already thus en-

hanced, while others are not aware that they are for sale. Not a small amount of School lands have been sold for four dollars per acre, when at the time, the standing timber alone was worth from twenty to fifty dollars. But four dollars was all the State asked, and the first discoverer took the prize. We once knew two men to race about a hundred miles by "horse power" to secure a tract. The victor had got his title just as the other arrived. Could there have been competition, either would have given twenty dollars an acre. But the State asked only four dollars, and swift-legs won.

Would not a due regard to the School Fund dictate that a new system for the sale of school lands should be adopted? We have shown above, that population must be expected to increase faster than the fund; and it is not improbable that eventually it may fall as low as thirty cents per annum for each child,—if the present system is continued. Previous to the fixing of a uniform price, the lands were first offered at public auction; and at that early day they thus realized from six to ten dollars an acre. The only reason we can perceive for the low uniform price, was to simplify the business and crowd the lands into market.

I will not attempt to point out the best system to be adopted. In various ways the present system might be improved; it could not well be made worse. In each township the land might be withheld from sale until appraised by competent officers; or it might be offered at public auction in the several townships or counties as fast as expedient in different localities, with a minimum price; or it might be held at a fixed price—say ten or twelve dollars per acre—in which case, when in any county the best lands are sold, the price can be diminished from time to time, as deemed expedient in that county. Fully believing that it is not even now too late to secure to the School Fund a million dollars more than it will ever have under the present system, the attention of the friends of the primary schools is called to the subject.

The following statement will show more particularly the amount and increase for the past year, of the several funds:

PRIMARY SCHOOL FUND.

Amount realized from Primary School Lands, deducting forfeitures,.....	\$ 112,955 44
For lands previously sold,.....	2,036,394 71
Total amount, Nov. 30, 1867,.....	<u>\$2,149,350 15</u>
Of this, the State holds,.....	1,381,166 07
In the hands of purchasers,.....	<u>768,184 08</u>
Total fund drawing 7 per cent.,.....	\$2,149,350 15
The fund from Swamp Lands, on the 30th Nov., 1867, drawing 5 per cent.,.....	151,824 15
Total School Fund,.....	<u>\$2,301,174 30</u>
Total income for the past year,	\$ 156,628 81
The amount apportioned the past year, was	143,787 59

UNIVERSITY FUND.

Principal due from purchasers,.....	\$ 158,865 40
In the hands of the State,.....	398,967 59
Total drawing 7 per cent.,.....	<u>\$ 557,832 99</u>
Income for the past year,.....	\$ 39,703 40

NORMAL SCHOOL FUND.

Due from purchasers,.....	\$ 22,934 74
In the hands of the State,.....	43,701 95
Total, drawing 6 per cent.,.....	<u>\$ 66,636 69</u>
Income for the past year.....	\$ 4,615 91
Appropriation by the Legislature,	10,000 00
Total,	<u>\$ 14,615 91</u>

AGRICULTURAL COLLEGE.

Unexpected delays have occurred in bringing the College lands into market, and the Institution has still no available endowment. It is hoped that the lands can be offered for sale during the coming year, so that the College will not much longer have to depend entirely upon appropriations for its support.

The appropriation for 1867 and 1868, was \$20,000 for each year.

REFORM SCHOOL.

The appropriations for the support of the Reform School for 1867 and 1868, are as follows:

For payment of arrearages,	\$ 16,000
For building improvements,	31,000
For current expenses for two years,	70,000
	<hr/>
	<u>\$117,000</u>

INSTITUTION FOR DEAF AND BLIND.

The appropriations for the support of this school for the unfortunate, for 1867 and 1868, are as follows:

For payment of arrearages,	\$ 17,000
For completing and furnishing west wing, &c.,	50,000
For current expenses for 1867 and 1868,	55,000

STATISTICS OF PRIMARY SCHOOLS.

The preparation and compilation of the school reports requires a large amount of labor, on the part both of school officers and this Department. Blanks are furnished to the school officers, and directors make their reports to the town clerks. These are compiled by the school inspectors, with such corrections as they can produce, and forwarded to this office, where they are reviewed, and compared with the directors' reports, (a copy of which is sent here,) district by district, and such further corrections made as may be. But numerous as the errors may be, and dry as mere figures are, the statistics

are all important, for a variety of reasons; and it is believed that in the aggregate result, they are in most of the items, not far from the truth. For instance, in the aggregate reports of 4,744 directors, of primary school money received, the total sum differs but \$870 34 from the amount apportioned, viz: \$143,787 59. Not all, however, come as near as this. The amount of money reported on hand at the close of 1866 was \$22,829 33 more than was reported on hand at the commencement of 1867. That amount would seem to have disappeared in an incredibly short space of time.

Some errors doubtless occur from inability of school officers; but far more it is believed, from mere negligence. The grossest errors sometimes occur in the reports of large districts, whose funds count by thousands, and whose officers are known to be "business men." Some of the errors, or blunders, made by directors, are as follows:

Many make no report of the library.

One director, under the head "Number of school-houses constructed of brick," evidently inserts the number of brick used in the building.

Districts with less than fifty children are reported as "graded."

Several reports give the whole number attending school as under five or over twenty years of age.

Multitudes appear to count twice all the pupils attending two terms; making the number attending school much more than all the children in the district; and not a few fail to report any attendance at all.

Books purchased are reported, but no library.

School-houses are valued at much less than was expended upon them during the year.

Teachers are reported as partly paid, and no indebtedness.

Not more than half report the same amount on hand at the commencement of 1867 that was reported on hand at the close of 1866.

The "amount on hand" is carried out as indebtedness, and indebtedness is frequently included in amount paid.

The "average attendance" is so often incorrect, that we attach very little importance to the result.

Money paid for district records is reported as paid for library books.

Not more than half report anything under the head, "value of teacher's board."

Some fail to make any financial report, some fail to separate the several funds, many fail to make their account balance, &c.

Among the reliable figures, is the number of children in the district; these returns being made under oath.

The next step brings us to the errors made by the Inspectors. Some of these we discover on the very face, some by comparison with the directors' reports, and some from a knowledge furnished by data in this office. Some of these errors are:

A failure to copy some of the figures from the directors' reports; copying figures into wrong columns; reporting fractional districts whose houses are in other townships; copying the amount "paid to teachers" under the head of "wages for the year," though expressly cautioned against it in a note under the heading; copying the name of the old director instead of "director for the ensuing year," and writing names it is impossible to decipher; reporting one teacher employed for two terms as two teachers; giving merely the length of school where the blank calls for the aggregate time taught by all the teachers employed; reporting books in district libraries as township library; reporting all the schools as private, or select schools," &c.

That some mistakes should occur in statistics, in the preparation of which nearly twelve thousand school officers have a hand, is not surprising; but that they might be reduced seventy-five per cent. is doubtless true; and numerous as they are, they are not half as many as they were a few years since. These remarks are made not for the purpose of censure; but with the hope that school officers will be more impressed with the importance of more care in keeping their records, and in

making out their reports. And after what has been said, a caution may be due to the reader, not to feel that the following statistics are so unreliable as to be valueless, for some of the items are perfectly reliable; and as regards the worst, they approximate so near to the truth in the aggregate that the general condition of things is pretty well understood.

DETAILS.

The number of counties from which reports have been received for 1867, is fifty-eight. This is the same number as last year, though the reports from Chippewa have failed this year, in the place of Delta, last year. There are in the State, some sixteen other counties, most of them without inhabitants.

The number of townships and cities is 774; an increase of forty-nine. This increase is nearly all in the new counties, and shows the rapid progress of settlement in the State.

The number of districts reported is 4,744; an increase of 119. The inspectors report 182 new districts organized. This discrepancy indicates that more districts failed to report than in 1866; though in some cases two districts may have been made into one new one.

The number of children between five and twenty years of age is 338,244; an increase of 17,108. This shows conclusively, a population in the State, of over one million. If this increase continues till 1870, we shall find by the next Federal census, a population of not less than 1,150,000.

The number reported attending school is 243,161. This is a loss of over three thousand; but it is one of the peculiarly unreliable items; many districts giving the number of all who attended the winter term, added to all who attended the summer term—thus counting many twice; and on the other hand, over two hundred districts reporting no attendance. But assuming it to be an approximation to the truth, deducting 6,422 of the number who were under five or over twenty years of age, and adding 10,703 reported in 257 private schools, we have in the State, 90,802 persons between five and twenty years of age, who attended no school.

The length of the schools is one of the most correct items; indeed, it may be taken, like the census, to be absolutely correct. The average is six and two-tenths months. This has been the average for each of the four past years, and has not been exceeded in any former year. But this hardly makes a fair exhibit of the amount of school privileges. The average is obtained by districts, without reference to the number of pupils. The large districts have schools perhaps twice the length of those in the small districts. Suppose a school with 1,000 scholars and nine months school, and another with 50 scholars and three months school. The average will be six months school. This would only represent 1,050 scholars six months, or 6,300 months schooling; when in fact, it was nine times 1,000, and three times 50; or 9,150 months. This shows how the actual amount of instruction is apparently diminished by the method of obtaining the average. That such is the case, is shown in the fact that in the 182 townships with less than 200 children each, and in the aggregate 16,284, the average length of the schools was but four and eight-tenths months; while in the remainder of the districts, with 321,960 children, the average was six and seven-tenths months. The difference may be shown as follows:

16,284 children, 4.8 months—total months,.....	78,163
321,960 " 6.7 " " "	2,157,132
Total months of school privilege,.....	2,235,295
By the general average is shown:	
338,244 children, 6.2 months—only.....	2,038,184
Difference,.....	197,111

Thus we see that, by a very partial separation of the smaller districts from the larger, the actual number of months of school privilege is increased 197,111 months; equal to six months school for 32,856 children.

Again, the statistical table of the graded schools, on the next page, shows that almost one-third of the children of the State are in these districts; where the average is *eight and eighty-five hundredths* months.

These comparisons lead to the belief that, if the population of the districts is taken into the account, the average amount of school privileges is not less than seven to seven and a-half months for all.

Only 1,472 district, and 183 township libraries are reported; having, in all, 140,439 volumes. This is a loss of 3,197, though 8,353 new books were added, which latter were 1,081 less than in 1866. But perhaps the less there is said, the better, about libraries, till some adequate provision is made for their support. But one county now has such means. In Wayne county the receipts from fines keep the libraries in such a condition that public interest in them is kept alive. In that county there are reported 3,918 volumes added to the libraries during the year. This was forty-six per cent. of all the additions made in the State. The books in the libraries number 26,532; or nineteen per cent. of all in the State. The amount paid for books during the year was \$5,231 78, or about 50 per cent. of the whole paid in the State. This shows, almost to a demonstration, why the school libraries are so generally going to ruin. When the district system was adopted, all reliable means of support was taken away, and district and township libraries alike, simply starved.

The number of school-houses reported, built of stone, is 73; an increase of six; of brick, 375; an increase of 46; of wood, 3,509; an increase of 133; of logs, 665; a decrease of 58. The valuation put upon the whole, is \$3,361,567 00; an increase of \$506,577 00. There are forty-four districts reporting buildings worth over ten thousand dollars each, and of the above, the 179 graded districts report \$1,829,250 00.

The number of graded schools reported, is 179; an increase of 24. The following table of statistics of the graded schools may be examined with interest:

GRADED SCHOOLS.

LOCALITIES.	No. of Children in each Dist. between the ages of 5 and 20.	No. of Children that attended School during the year.	Number months School.	Value of School-Houses and Lots.	No. qualified Male Teachers.	No. qualified Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Total Expenditure.	Cost of Tuition per Month.
Allegan,	373	286	10.0	\$4,000	1	4	\$750 00	\$1085 00	\$3,744 52	\$0 53
105	93	8.0	3,500	1	3	198 40	261 00	835 77	43	
Holland,	160	76	8.7	400	1	2	211 50	102 00	510 78	25
Otsego,	289	230	6.0	2,000	2	4	611 00	447 00	1,447 80	61
Saugatuck,	233	200	8.5	8,000	1	6	225 00	577 50	5,910 09	45
"	181	229	7.0	4,500	1	1	310 00	126 75	3,041 45	34
Wayland,	202	124	9.0	700	2	4	205 00	303 84	1,142 63	28
Hastings,	354	372	10.0	5,000	1	4	845 00	1111 00	2,977 58	55
Middleville,	172	184	9.5	2,000	2	2	242 00	226 00	576 79	28
Wenona,	307	200	7.0	1,500	1	1	240 00	210 00	715 98	21
Bay City,	1,270	842	10.0	27,000	1	8	1500 00	2798 00	22,834 94	34
Portsmouth,	259	164	5.0	.....	1	2	225 00	225 00	600 00	85
Bronson,	329	225	9.0	3,000	2	5	626 25	494 30	1,743 02	35
Coldwater,	1,392	1,269	10.0	50,000	3	13	1788 00	4024 00	14,345 14	41
Quincy,	297	220	7.0	3,000	2	3	510 00	424 00	1,296 76	59
Union City,	105	100	10.0	3,500	1	3	600 00	885 00	2,812 93	1 41
Benton,	197	155	9.0	2,000	1	2	260 00	268 00	1,088 29	27
Buchanan,	515	472	10.0	5,000	1	5	800 00	1116 00	5,201 48	37
New Buffalo,	196	125	6.0	800	1	3	150 00	188 00	692 92	29
Niles,	1,527	1,041	10.0	60,000	2	20	1323 00	5303 25	22,370 15	43
St. Joseph,	619	387	9.0	4,000	1	4	1000 00	816 00	3,938 44	33
Three Oaks,	195	151	8.0	1,200	1	1	.....	471 50	586 73	30
Weesaw,	130	152	9.0	1,200	.....	1	382 25	57 75	726 55	37
Battle Creek,	1,270	1,143	10.0	60,500	2	18	1600 00	1,402 30	25,173 06	55
Romer,	189	192	10.0	5,000	.....	4	.....	1036 25	1,748 28	55
Marshall,	1,362	947	10.0	25,000	2	13	1500 00	2733 86	18,674 71	40
Sheridan,	218	140	5.0	.....	1	1	10 00	375 00	605 00	35
Dowagiac,	716	607	10.0	21,000	3	12	1200 75	2393 50	10,984 25	50
Edwardsburgh,	140	130	9.0	4,000	1	2	558 00	306 00	1,092 27	68
Cassopolis,	244	203	10.0	5,000	2	2	578 45	630 00	1,598 72	49
St. Johns,	642	576	10.0	16,000	1	5	1000 00	1680 00	7,840 06	42
DeWitt,	190	190	8.0	1,000	.....	3	.....	722 49	1,054 50	48
Maple Rapids,	123	146	8.5	200	1	1	450 00	180 00	1,325 00	60
Ovid,	255	151	9.0	600	2	3	330 00	174 00	359 53	24
Escanaba,	156	130	7.0	2,100	1	2	190 00	180 00	588 70	33
Bellevue,	237	175	9.0	4,000	1	3	572 00	630 00	1,564 56	55
Charlotte,	531	319	10.0	16,000	2	4	1204 00	866 53	3,505 48	39
Eaton Rapids,	299	229	10.0	3,500	1	3	750 00	500 18	1,860 53	42
Grand Ledge,	192	173	7.8	1,000	.....	6	.....	372 67	468 07	25
Vermontville,	124	130	9.0	525	.....	3	.....	520 00	625 14	43
Olivet,	211	147	8.3	1,000	.....	2	.....	428 00	591 80	24
Fentonville,	503	439	10.0	23,000	2	5	1000 00	1440 00	4,061 75	48
Flint,	454	380	10.0	15,000	1	5	1000 00	1311 00	4,569 00	51
"	977	795	10.0	1,400	4	10	1931 25	2764 75	6,383 71	43
Flushing,	234	164	8.0	900	1	3	116 00	227 00	574 76	16
Otisville,	106	108	9.0	4,500	1	3	180 00	218 00	1,445 12	23
Pine Run,	106	90	7.0	1,200	1	5	215 00	334 00	678 77	74
Ithaca,	130	114	7.7	1,000	2	3	311 00	126 00	1,191 77	43
St. Louis,	134	84	6.4	400	1	2	140 00	294 50	757 84	51
Jonesville,	454	378	10.8	7,500	1	4	1000 00	1205 00	11,124 32	47
Hillsdale,	946	730	9.7	28,000	2	12	1040 00	3066 00	5,537 95	43
Litchfield,	190	130	8.5	2,500	1	3	421 25	425 00	1,038 70	52
Moscow,	133	100	4.0	1,500	1	2	150 00	200 00	814 86	65
Houghton,	1,101	759	9.5	36,000	2	10	2227 46	3214 47	22,849 00	52
Lansing,	1,580	1,000	10.0	18,000	2	8	2400 00	2000 00	12,056 57	32
Mason,	294	248	9.3	1,700	1	3	835 73	637 49	2,842 06	54
Williamston,	131	86	7.5	500	1	2	85 75	54 00	228 13	14
Ionia,	725	650	10.0	32,000	1	13	1700 00	2923 62	17,493 10	62
Muir,	168	130	6.0	1,200	1	3	210 00	276 00	1,181 94	48
Lyons,	274	225	8.0	3,000	1	7	250 00	737 00	1,445 21	45

GRADED SCHOOLS.

LOCALITIES.	No. of Children in each Dist. between the ages of 5 and 20.	No. of Children that attended School during the year.	Number months School.	Value of School-Houses and Lots.	No. qualified Male Teachers.	No. qualified Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Total Expenditure.	Cost of Tuition per Month.
Hubbardston,	156	111	8.0	\$1,000	1	2	\$324 00	\$236 00	\$1,038 00	\$0 46
Otisco,	144	119	8.5	800	1	3	400 00	274 50	759 67	55
Portland,	291	266	9.7	3,000	2	3	359 50	118 10	2,012 37	50
Brooklyn,	161	112	10.0	1,500	1	2	650 00	400 00	1,322 84	67
Grass Lake,	302	405	10.0	13,000	1	4	1000 00	1206 00	3,707 65	73
Jackson,	1,340	1,100	9.0	49,000	4	15	4000 00	5854 50	23,800 16	82
"	703	625	10.0	10,000	1	7	999 10	18 00	10,086 26	33
Napoleon,	120	120	8.0	600	2	3	92 00	312 00	758 38	39
Parma,	288	248	8.0	15,000	2	2	640 00	854 00	2,278 08	65
Galesburg,	276	285	9.5	1,000	1	7	345 00	932 10	1,628 11	49
Kalamazoo,	2,275	2,023	10.0	60,000	8	2	2670 00	7696 00	29,023 59	46
Augusta,	183	155	7.5	1,200	1	2	218 00	434 05	1,580 06	40
Schoolcraft,	250	.....	10.0	1,500	.....	4	.....	520 00	675 00	21
Rockford,	160	162	9.0	1,000	.....	5	.....	829 40	1,015 38	57
Brownville,	149	126	7.5	1,000	1	3	150 00	138 80	1,031 09	26
Cannonsburg,	130	107	10.0	3,000	1	1	168 00	125 00	409 23	23
Grand Rapids,	2,445	1,740	10.0	45,000	8	22	3400 00	7132 82	52,162 90	43
"	1,016	621	10.0	16,000	1	11	1000 00	3123 25	7,332 75	41
Lowell,	467	317	10.0	2,500	1	4	750 00	1200 00	3,6 5 06	43
Clifton,	243	203	10.0	2,500	1	1	1300 00	400 00	3,215 29	70
Lapeer,	524	415	10.0	1,000	1	10	850 00	1388 00	4,445 14	43
Hadley,	122	100	7.0	600	.....	3	.....	216 40	238 32	25
Almont,	356	250	9.0	600	1	9	286 90	713 50	1,100 69	31
Adrian,	2,569	1,367	10.0	50,000	4	27	2272 00	7734 16	54,140 29	39
Blissfield,	182	100	9.0	1,000	2	3	160 00	564 00	866 36	44
Clayton,	160	110	8.0	800	1	3	110 00	190 00	494 96	24
Hudson,	762	582	10.0	1,608	2	12	1600 00	1773 80	4,161 73	44
Palmyra,	164	125	8.0	1,800	1	3	192 50	212 50	567 45	31
Morenci,	239	257	9.0	2,000	1	5	135 00	747 00	1,086 69	36
Clinton,	243	240	10.0	8,000	1	4	875 00	690 00	2,067 66	64
Tecumseh,	520	649	10.0	22,000	2	7	1485 00	1444 00	5,592 63	56
Brighton,	160	111	7.0	300	1	2	135 00	162 00	377 33	26
Howell,	350	220	10.0	1,500	1	3	800 00	658 50	3,090 39	43
Pinckney,	155	161	8.0	1,000	1	1	495 74	100 00	870 44	43
Armada,	149	170	9.5	3,800	2	2	572 08	463 33	1,115 33	69
Romeo,	264	200	8.5	800	1	4	680 00	570 00	2,589 92	51
New Baltimore,	339	244	8.0	1,200	1	3	383 63	350 40	1,001 44	31
Mt. Clemens,	658	400	10.0	19,000	1	6	1150 00	1092 00	3,248 11	34
Memphis,	300	224	9.0	8,000	1	4	501 42	403 00	5,990 30	34
Richmond,	175	140	9.0	1,500	2	4	285 00	127 00	402 52	26
Utica,	259	180	10.0	10,000	1	3	700 00	606 00	3,496 05	50
Romeo,	235	140	9.0	1,500	2	2	405 00	151 82	824 93	23
Washington,	103	100	7.0	3,000	1	3	125 00	167 00	400 00	40
Manistee,	331	230	9.0	16,000	.....	2	.....	441 50	9,259 27	15
Marquette,	660	503	9.3	16,000	3	6	1395 00	2663 78	10,157 63	66
Negaunee,	457	363	9.0	8,000	1	3	1000 00	1135 00	5,417 16	52
"	273	170	10.0	1,200	1	1	1000 00	600 00	1,711 33	59
Lambertville,	93	85	10.0	2,003	1	1	124 00	99 56	322 76	24
Dundee,	190	158	10.0	6,000	1	3	420 00	474 00	974 88	47
Erie,	219	150	8.0	600	.....	2	.....	472 00	569 33	27
Monroe,	1,385	1,258	10.0	18,000	9	10	4965 00	5195 00	9,053 35	51
Petersburg,	174	149	8.0	500	1	2	153 37	160 00	2,396 86	22
Greenville,	348	271	10.0	800	1	2	550 00	466 00	1,242 00	29
Stanton,	163	143	9.0	2,000	1	4	191 00	160 00	1,311 32	23
Muskegon,	1,460	1,188	10.0	17,375	2	14	897 00	4194 50	10,778 17	35
Newaygo,	202	160	9.1	6,000	1	1	1000 00	300 00	4,661 73	70
Rochester,	218	234	10.0	2,500	1	2	665 00	430 00	1,605 60	53
Birmingham,	177	212	9.0	1,400	1	4	579 00	458 00	1,390 70	65
Farmington,	167	166	10.0	1,200	2	2	450 09	156 00	1,307 31	33
Holly,	413	.....	9.0	23,000	1	6	120 00	680 00	11,201 05	27
Clarkston,	177	10.0	3,000	2	2	700 00	546 00	2,253 91	70

SUPERINTENDENT'S REPORT.

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GRADED SCHOOLS.

LOCALITIES.	No. of Children in each Dist. between the ages of 5 and 20.	No. of Children that attended School during the year.	Number months School.	Value of School - Houses and Lots.	No. qualified Male Teachers.	No. qualified Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Total Expenditure.	Cost of Tuition per Month.
New Hudson, ..	102	100	8.0	\$6,000	1	2	\$183 00	\$133 00	\$5,035 00	\$0 39
Millford,	186	92	9.5	3,000	1	2	326 67	193 00	678 63	40
Pontiac,	1,000	886	10.0	21,700	2	6	2100 00	2080 00	13,176 51	42
Greenland, ...	150	109	10.5	1,200	1	2	.....	780 00	1,442 92	48
"	128	113	11.7	350	1	1	750 00	87 50	1,843 72	56
Ontonagon, ...	291	262	10.0	4,000	1	2	1050 00	874 00	2,899 96	66
Rockland,	683	490	8.0	3,000	1	4	800 00	1075 00	3,152 72	34
Grand Haven, ..	633	360	10.0	6,500	2	6	906 25	1380 00	4,130 60	36
Holland,	739	383	11.0	7,000	4	6	1875 00	1198 00	5,488 57	38
Spring Lake, ...	303	289	10.0	1,500	2	1	620 00	167 50	752 83	26
Lamont,	150	142	10.0	3,000	2	3	328 00	605 50	2,160 01	66
Berlin,	156	125	7.0	1,200	1	3	130 00	239 00	1,307 00	34
Zeeland,	270	173	11.0	1,500	1	1	550 00	119 00	1,022 08	22
Chesaning,	180	137	7.0	500	1	2	150 00	250 00	523 00	32
East Saginaw, ..	2,632	1,620	10.0	85,000	3	15	3710 00	5143 56	8,853 56	84
Saginaw City, ...	1,576	1,024	10.0	24,000	1	10	1200 00	4105 00	58,771 86	33
South Saginaw, ..	478	380	8.3	12,600	1	11	525 00	790 00	6,474 63	62
Lexington, ...	285	221	9.0	5,000	1	3	.....	812 00	4,493 20	51
Sanilac,	182	93	7.0	300	1	1	120 00	54 00	845 32	13
Port Sanilac, ...	169	104	3.0	2,500	1	1	135 00	223 62	634 12	27
Worth,	150	100	8.3	500	2	3	320 00	.....	839 72	43
Byron,	138	135	9.5	5,000	1	1	575 03	254 00	1,137 37	63
Corunna,	482	420	10.0	6,000	2	4	1141 00	924 00	3,394 95	42
Owosso,	625	475	10.0	5,000	1	6	800 00	1812 25	7,669 26	42
Newburg,	112	84	9.0	800	1	2	140 03	124 00	337 44	26
St. Clair,	847	611	10.0	15,000	1	6	1000 00	1500 00	4,345 63	30
Port Huron, ...	1,789	1,061	9.0	20,000	1	11	1009 00	3000 00	11,961 00	24
Port Gratiot, ...	172	120	4.3	3,000	1	2	.....	420 00	1,445 03	57
Algonac,	371	262	9.0	4,800	2	3	340 38	248 69	7,017 67	20
Burr Oak,	300	261	9.0	2,000	1	3	359 50	723 75	1,448 65	41
Colon,	181	125	8.5	500	2	2	439 50	144 00	633 55	38
Three Rivers, ...	463	436	10.0	15,000	1	6	800 00	1840 00	4,639 84	56
Mendon,	226	.....	9.0	1,600	1	3	400 00	458 00	1,171 95	42
Centreville, ...	210	189	10.0	1,400	2	2	1000 00	193 00	1,886 76	56
Strurgis,	511	549	10.0	15,000	1	6	900 00	1564 00	5,443 82	43
White Pigeon, ...	348	280	9.5	5,000	2	4	747 50	584 00	1,553 80	38
Tuscola,	134	120	8.7	800	1	4	182 50	263 40	530 87	33
Vassar,	242	314	10.0	6,000	1	6	1070 00	788 00	3,098 48	70
Lawton,	252	.....	6.0	.....	1	1	153 68	72 00	1,482 63	15
Breedsville, ...	128	110	6.0	1,500	2	1	216 00	65 00	1,29 32	38
Decatur,	484	421	10.0	10,000	1	6	1000 00	1150 00	3,689 62	44
Lawrence,	179	135	9.0	300	2	2	132 00	314 86	745 47	34
Paw Paw,	396	405	9.5	6,000	1	5	700 00	1352 00	4,477 44	54
South Haven, ...	392	174	6.0	3,000	2	4	343 90	431 85	1,257 24	43
Ann Arbor,	2,223	1,970	9.0	93,000	4	24	3750 00	6930 00	24,652 37	63
Manchester, ...	371	.....	8.0	22,000	2	5	362 00	562 00	18,865 19	24
Saline,	330	190	8.4	1,000	1	2	720 00	600 00	4,275 86	68
Dexter,	344	373	10.0	12,000	.....	6	.....	25	2,102 80	43
Chelsea,	292	253	8.1	4,000	1	3	559 96	642 00	1,740 75	60
York,	116	104	8.0	400	2	2	68 07	132 00	417 46	22
Ypsilanti,	1,481	1,272	10.0	84,000	5	14	3948 00	3617 76	17,671 52	51
Dearborn,	210	170	10.0	2,500	2	1	391 10	183 00	676 68	25
Detroit,	21,793	8,205	10.0	225,000	9	93	9575 25	36297 48	135,615 02	21
Wyandotte, ...	793	510	10.6	1,500	2	3	540 00	556 50	1,681 23	14
Plymouth,	415	.....	10.0	4,500	1	3	900 00	825 00	2,157 58	42
Northville, ...	256	.....	10.0	12,000	1	3	1000 00	840 00	2,615 50	72
Wayne,	230	188	8.5	1,500	2	2	536 66	200 50	854 50	32
Trenton,	169	108	10.0	3,500	.....	2	.....	480 00	2,126 32	32
	100,701	68,207	8.85	1,829,250	256	963	137,619 39	225,295 62	1,005,014 49	41

It should be remarked that the cost of tuition for each pupil per month in the last column, is estimated for the whole number of children for the whole time. If but half of the children went to school, and that half but half the time, the amount per scholar for the time he was in school would be four times that shown in the table.

The foregoing table shows some facts of interest. In 179 districts are included almost one-third of the children of the State. In these schools 68 per cent. are reported attending school—in the State at large, the proportion is 72 per cent. These few districts own over half of the school-house property, and expended \$1,005,014 49; (including the amount on hand,) which lacks less than five hundred dollars of being half the total expenditures in the State. The amount paid teachers was 39 per cent. of the whole. While the other schools averaged about six months, at an expense for teachers, of \$2 71 per child, these districts had eight and eighty-five hundredths months, at only \$3 63 per child, although the wages paid teachers was at least double. In these schools the tuition was 41 cents per month for each child in the districts, while in the State at large it was 44 cents. This illustrates the economy of large schools, and the bad policy of cutting the townships into small districts, any farther than is absolutely necessary.

The county superintendents entered upon their duties on the first of May, and, of course had only the summer schools to visit during the year. Some of them deemed it best to reserve most of the time allowed them by the supervisors, for the coming winter schools; and made few visits. There are, however, 2,484 visits reported. This is a little more than half the districts in the State. Probably nearly every school will be visited the coming winter.

No report has ever before been made of the number of visits to the schools by the directors. In the blanks for the directors' reports for 1867, a column was left for that purpose; and 7,432 visits are recorded. This gives equal to one visit to all the schools, and two visits to six-tenths; or not far from one

visit for each school term. The director is emphatically the guardian and executive of the district. In a great portion of the districts they have considerable labor, and often actual expense, in securing teachers, for which they get no pay in money. Great credit is due them for their general faithfulness; but I cannot fail to remind them that a slight addition to their work, by a more constant oversight of the schools, (and by more carefully keeping their records,) would greatly increase the efficiency of all their labor of love.

The number of male teachers employed was 2,007; an increase of 320; and the number of females, 7,377; a decrease of 118. The number of months taught by females, however, was 29,729; an increase of 487 months; showing an increased length of their terms. The number of months taught by males was 7,681; an increase of 1,362. The actual amount of teaching in the primary schools in the State, is thus shown to be equal to a single teacher 37,410 months, or 3,117½ years. This may aid us to some proper conception of the real magnitude of the work in which we are engaged.

The wages of male teachers amounted to \$338,208 84; and of females, \$579,052 67; the former, an increase of \$64,426 65, and the latter of \$40,876 89. Total wages, \$917,261 51. Total increase, \$105,303 54. The average per month was, to males, \$44 03; an increase of fifty cents per month. To females, the average wages was \$19 48 per month; an increase of \$1 04; or over five and a-half per cent.

The cash wages of the teachers was, as stated above, \$917,261 51; but in estimating the cost of education, the board of a large portion should be taken into the account. For some years directors have been requested to report the estimated value of the board of teachers boarding around the district, as a part of their wages; but so large a portion—a majority even,—have failed to report, that the statistics obtained are valueless. Only a little over a hundred thousand dollars is reported. One director says—"the farmers raise most of their provisions, and don't put any value upon teach-

ers' board." Well, there may be some teachers whom we should be happy to "board for their company;" but while the farmer can get fourteen dollars per barrel for his wheat, made into flour, sixty to eighty dollars for the cow that furnishes his butter, or two to four shillings per pound for the butter, &c., it costs him something when he boards a teacher. If we assume that four-fifths of the teachers "board around"—or that one-fifth of the months' teaching was by teachers boarding themselves—and estimate the board of the former at ten dollars per month, (certainly an estimate low enough for the poorest fare,) the aggregate will be \$299,280. We cannot see why this is not a legitimate item of expense to be included in the account; making the cost of teaching, per year, \$1,216,541 51; or an average of \$32 52 per month for all the teachers employed.

FINANCES.

The funds reported on hand at the commencement of the year, amounted to \$192,602 02. Less than half of the districts report the same amount on hand at the commencement of the year, that was reported on hand at the close of the previous year. The aggregate shows a loss of about twelve per cent, while the treasuries were passing over that "point of time."

The receipts reported from the two-mill tax amounted to \$287,967 63; a loss of \$852 43.

The receipts from Primary School Fund, are reported at \$142,913 25. This is \$874 34 less than was apportioned from this office.

The aggregate of rate-bills was \$107,170 91. This is probably very nearly correct. It is \$4,019 84 more than in the preceding year; but the increase is very much less proportionately, than the increase of wages. Comparatively therefore, it is a decrease. The number of districts having rate-bills, was 2,480; or 108 more than half. Still it was twenty-three less than the previous year. May it grow small by rapid degrees and beautifully less, until its proportions are perfected in *annihilation*.

The tuition from non-resident scholars was \$21,557 22; a diminution of \$1,170 80.

The amount raised by district taxes for teachers wages, was \$332,842 13, or about 99 cents per scholar; an increase of \$98,072 92.

The aggregate of other district taxes is reported at \$541,462 06; an increase of \$142,142 96.

A column was prepared in the blanks for a report of the amount received from the tax on dogs. A large number of directors report that this was not kept separate from other funds, and what they received is reported under some other head. The receipts were reported, however, in 2,199 districts—not quite half—amounting to \$25,812 92. But two districts reported the tax in Wayne county; and in eighteen smaller counties there were none. Allowing that two-thirds of the tax was reported, which we think may not be far from the truth, it shows 38,719 dogs taxed in the State—a little more than one dog to ten children!

The "catch-all" column of "Raised from all other sources," almost doubles since last year. This is made up of moneys received from loans, from fines, and from incidental causes; with perhaps a fourth or third part which should have been included under some other head; and amounts to \$331,082 65.

The foregoing items are designed to include all the resources of the districts. In getting the grand total, the totals of each district are added, and amount to \$2,011,236 01. This is an increase of \$423,797 01. It would be hard to believe that the people of the State of Michigan are losing their interest in education, while they are increasing their means for Primary schools twenty-one per cent. in a single year; and the whole increase by voluntarily increased self taxation; for the public moneys were reported at about seven thousand dollars less than the previous year—though being probably about the same in fact.

The amount paid to male teachers was \$336,054 98; an increase of \$68,514 98; and to females, \$572,234 52; an increase

of \$48,017 57. Total paid, \$908,289 50; total increase, \$116,532 55. Of this increase, \$98,028 76 was made up by increased district taxes for that object alone. The amount paid to teachers is reported \$8,972 01 less than the full amount of their wages; which deficiency is supposed to appear in the indebtedness.

The amount paid for building purposes is another gratifying evidence, alike of our financial ability and our interest in education. It was no less than \$572,234 52; and this may be relied upon as nearly accurate. A reference to the last column of the table next following, will show the increase to be \$205,816 59; and the bare increase, more than the whole amount for many years (and we think ever) paid in one year until the last two.

The amount paid for all other purposes was \$287,701 66; an increase of \$68,205 62.

The amount of funds on hand at the close of the year, was \$303,156 00; an increase of \$87,724 65. Debts are reported in 1,423 districts, amounting in the aggregate, to \$439,476 38; an increase of \$203,690 12. The principal part of the debt is for moneys loaned for building purposes.

The following tabular statement shows the progress made in some of the more important details of Primary School affairs:

YEAR.	Whole No. of Children.	No. attending School.	No. of Male Teachers.	No. of Female Teachers.	Av. No. Months School.	Amount of Wages paid to Teachers.	Amount raised by Rate-Bill.	For Building and Repairing Sch'l Houses.
1857,	215,923	162,936	2,181	4,606	5.7	\$425,129 22	\$121,650 14	\$161,360 91
1858,	227,010	173,594	2,326	4,906	6.0	442,226 31	118,093 80	140,491 01
1859,	237,541	183,769	2,444	4,058	5.6	435,321 27	164,899 20	192,508 45
1860,	246,684	192,937	2,599	5,344	6.2	467,286 50	67,484 88	124,623 27
1861,	254,533	202,504	2,326	5,486	6.1	500,053 66	58,469 29	122,715 00
1862,	261,323	207,332	2,380	5,958	6.0	491,293 55	43,202 76	112,877 96
1863,	272,739	215,579	1,910	6,905	6.1	518,662 02	41,200 54	91,948 34
1864,	280,772	215,736	1,816	7,000	6.2	591,295 33	50,202 85	134,504 22
1865,	297,607	228,629	1,326	7,466	6.2	720,251 55	80,664 00	175,471 32
1866,	321,136	246,957	1,657	7,495	6.2	811,959 37	103,151 07	339,620 71
1867,	338,244	243,161	2,007	7,377	6.2	917,261 51	107,170 91	645,437 30
Gain,	17 108	.....	220	.....	.....	\$108,302 14	\$4,019 84	\$205,816 59

The following is the amount of primary school money apportioned in May last, and the number of children in districts reporting three or more months school in 1866, in the several counties:

COUNTIES.	Children.	Amount.
Allegan,	8,051	\$3,622 95
Alpena,	269	121 05
Antrim,	177	79 65
Barry,	6,519	2,933 55
Bay,	2,377	1,069 65
Berrien,	10,738	4,832 10
Branch,	8,229	3,703 05
Calhoun,	10,724	4,840 98
Cass,	6,769	3,077 25
Cheboygan,	221	99 45
Chippewa,	424	190 80
Clinton,	6,754	3,054 02
Eaton,	7,256	3,265 20
Emmet,	77	34 65
Genesee,	9,091	4,090 95
Grand Traverse,	984	442 80
Gratiot,	3,168	1,425 60
Hillsdale,	10,563	4,753 35
Houghton,	2,510	1,129 50
Huron,	1,495	672 75
Ingham,	7,180	3,231 00
Ionia,	8,008	3,603 60
Iosco,	132	59 40
Isabella,	690	310 50
Jackson,	9,704	4,366 80
Kalamazoo,	9,770	4,396 50
Kent,	13,702	6,165 90
Keweenaw,	1,460	737 96
Lapeer,	6,275	2,827 43
Leelanaw,	615	284 57
Lenawee,	13,577	6,109 65
Livingston,	6,298	2,834 10
Mackinac,	624	280 80
Macomb,	8,865	3,989 25
Manistee,	568	255 60
Manitou,	279	173 85
Marquette,	1,603	721 35
Mason,	268	120 60
Mecosta,	673	302 85
Menominee,	177	79 65
Midland,	474	213 30
Monroe,	9,096	4,093 20
Montcalm,	2,674	1,203 30
Muskegon,	2,356	1,060 20
Newaygo,	1,441	648 45
Oakland,	12,943	5,824 35
Oceana,	922	414 90
Ontonagon,	1,593	716 85
Ottawa,	6,763	3,043 35

COUNTIES.	Children.	Amount.
Saginaw,.....	8,479	\$3,815 55
Sanilac,	4,175	1,878 75
Shiawassee,	5,740	2,583 00
St. Clair,	11,806	5,339 84
St. Joseph,	8,429	3,793 05
Tuscola,	3,220	1,449 00
Van Buren,	7,945	3,597 79
Washtenaw,.....	12,112	5,450 40
Wayne,.....	31,937	14,371 65
Total,.....	318,969	\$143,787 59

The following is a condensed statement of the statistics:

No. of Counties,.....	58
“ Townships,	774
“ Districts,	4,744
“ new districts organized,.....	182
“ meetings of Inspectors,	2,554
“ “ “ “ in 1866,.....	3,494
“ children,	338,244
“ attending school,.....	243,161
“ “ “ under five or over twenty years of age,	6,422
No. of private schools,.....	257
“ pupils in same,.....	10,703
Average months attendance of pupils, (unreliable)	3.3
“ length of schools—months,.....	6.2
No. of districts having rate-bill,.....	2,480
“ “ in debt,.....	1,423
“ township libraries,	181
“ district libraries,.....	1,472
“ volumes in all,	140,469
“ “ added during the year,.....	8,353
“ stone school-houses,.....	73
“ brick “ “	375
“ wood “ “	3,509
“ log “ “	665

No. of graded school districts,.....	179
" children in same,.....	100,701
Average length of said schools—months,.....	8.85
No. of visits by County Supts.—summer term,....	2,484
" " Directors—in the year,.....	7,432
" male teachers,	2,007
" female teachers,.....	7,377
" months taught by male teachers,.....	7,681
" " " " female teachers,.....	29,729
Average wages per month—males,.....\$	44 03
" " " " females,.....	19 48
Amount paid for library books,.....	12,158 90
Receipts from fines,.....	10,976 21
Amount voted at town meetings for libraries,....	2,211 27
" paid Inspectors,.....	6,463 41
" " " in 1866,.....	10,205 18
Value of school-houses in the State,.....	3,361,567 00
" " " " 179 graded sch'l districts,.....	1,829,250 00
Wages of male teachers,.....\$338,208 84	
" female teachers,.....	579,052 67
	<hr/>
	917,261 51

RECEIPTS FOR 1867.

On hand at commencement of year,.....\$	192,602 02
Two-mill tax,.....	287,967 63
Primary School Fund,.....	142,913 25
Rate-bills,	107,170 91
Tuition of non-resident scholars,.....	21,557 22
District taxes to pay teachers,.....	322,842 13
Other district taxes,.....	541,462 06
Tax on dogs,.....	25,812 92
From all other sources,.....	331,082 65
	<hr/>
Total,	\$2,011,236 01

EXPENDITURES FOR 1867.

Paid male teachers,.....	\$336,054	98
" female teachers,.....	572,234	52
		<hr/>
		908,289 50
Paid for building purposes,.....	545,437	30
Paid for all other purposes,	287,701	66
Amount on hand at close of year,.....	303,156	00
		<hr/>
		\$2,011,025 83
Expense of board as above estimated,.....	299,280	00
		<hr/>
Total,.....	\$2,310,305	83
		<hr/>

From this, however, should be deducted the amount of funds on hand; and we have as the *actual expenditures* by the districts—not including the expense of inspectors, or county superintendents, or sums paid for township libraries—a little over two million dollars; or a trifle less than six dollars for each child of school age; or, if the board of teachers, which farmers "don't make any account of," (?) is not included, about five dollars. It might also be said that nearly a hundred and fifty thousand dollars of primary school money should be deducted from the "expense," since that is a fund and not a tax; also, over half a million paid for buildings, since that is a permanent investment; and at most, only the interest should be reckoned. But taking the subject in its worst aspect in regard to cost, one thing is plain: no other system has ever yet been devised, and we do not believe can be, by which education can be brought within the means of the masses at so small expense.

True, the cost of primary school education in the aggregate, is great. An equal expense for each child in all the States, will amount to over eighty millions per annum. Yet, several *vices* might be named, each of which costs the nation more than this. And if vice costs so much, shall we expect, while "vice is in the majority" in the world, that virtue and knowledge can be had without price? During the rebellion, the

entire nation spent probably eight thousand millions of dollars. This would support the schools, at the highest above estimate, one hundred years. Yet we did not think of suffering a dismemberment of the nation because of the expense in money, or the untold greater expense of life. And we may no more yield to the demon of Ignorance than to the spirit of Rebellion. We fought the rebellion to sustain a free Republic. Vain, vain were our success, if we do not see to it, that the people are educated! For proof of this, we have only to look at almost every other nation that has attempted to be a Republic, since earth's history began. And in almost every case, their failure is plainly to be seen in their ignorance, mental and moral. Where is poor Mexico to-day? When the deluded tool of the "nephew of his uncle" fell, men said, "Mexico now will have rest; and a united people, taught wisdom by their past sad experience, will forthwith organize a stable government." The writer of these lines shared no such fond anticipations. Like causes produce like effects. The same causes that have ever heretofore kept Mexico in a state of revolution and anarchy still exist; and she is now hardly more fit for a Republican government than is Spain or Turkey. Until education and virtue, as controlling influences, take the place of ignorance and superstition, it will make little difference whether the people of Mexico contend with demagogues from abroad or at home. Let us abandon the cause of education—universal education—and in one or two generations, the few will be educated, the masses ignorant; and then, the greater our numbers, and the vaster our material resources, the more terrible will be the conflicts between the dupes of demagogues, rival factions, and aspirants for power.

Education then, who can doubt, is worth all it costs; and we may as well—aye better—begrudge the food for our children's bodies than for their minds. Let us, therefore, as parents, as patriots, as christians—and even upon selfish considerations, if higher motives are not sufficient—see to it that nothing within the compass of our powers, shall be left undone to carry for-

ward an enterprise so necessary, so hopeful; remembering that the millenium has not yet come, and the war must last while our race are born to a heritage of infant weakness and ignorance.

TEACHERS' INSTITUTES.

The following is the list of the spring and autumn series of Institutes held during the past year:

At Eaton Rapids, commencing March 25th.

At Monroe, " April 1st.

At St. Johns, " " 8th.

At Schoolcraft, " August 19th.

At Mason, " " 26th.

At Pontiac, " September 2d.

At Howell, " " 2d.

At Greenville, " " 9th.

At Ionia, " " 16th.

At Grand Rapids, " " 30th.

At Lapeer, " October 14th.

Both the spring and autumn series of Institutes were of unusual interest. A large number of earnest teachers were in attendance, who gave the closest attention to the various exercises, and by their general deportment showed that they were anxious to perfect themselves in the various branches they might be required to teach, and also to become familiar with the science and art of teaching.

The remark was frequently made by those lecturers who have been long in the field, that they never attended a more successful series of Institutes than those of the last year.

The county Superintendents have already commenced to hold county institutes. These have proved very successful. The three or four held in Washtenaw county under the supervision of the county Superintendent, assisted by a corps of experienced teachers, were highly appreciated. Those held in Jackson, St. Joseph, Allegan, and other counties, gave equal satisfaction.

In those counties in which it was difficult to obtain assistance, meetings were held from one to three days, the time being occupied by the Superintendent in the discussion of topics of special interest to the teachers, and in examinations.

During the coming year the Superintendents propose to hold one or more Institutes in each of their respective counties.

The influence for good upon the teachers, of these gatherings, cannot be over-estimated. New purposes and new resolves are excited in reference to their work, and the instruction they receive enables them to successfully accomplish what they thus resolve to do.

It is extremely gratifying to see the interest, and oftentimes we may well say the enthusiasm, which is manifested by the teachers thus assembled. It gives most flattering promise in regard to the future of the public schools of the State.

THE STATE UNIVERSITY.

The University has enjoyed its usual prosperity during the past year. The number of its students has been increased, and its funds have been enlarged.

By an act of the last Legislature, a tax of one-twentieth of a mill was imposed upon the taxable property of the State for the benefit of the University, which amounts the present year, to \$15,398 30. This amount, however, cannot be claimed by the University, except upon conditions such as the Regents have not as yet felt at liberty to comply with.

It will be seen by the report of the Treasurer, that the estimated expenses for the coming year are in excess of the income by several thousand dollars, unless the amount raised by the one-twentieth of a mill tax, can be made available. The University should not be allowed to suffer from a lack of means. It certainly will be no credit to the State to permit it to become crippled in any of its departments for such a cause. Every facility should be furnished those who have the care and responsibility of its management. Such salaries should be paid as will retain the ablest men in the faculty. Already are calls

coming from other States with proffers of salaries so much greater than are now received, that the question of resignation is seriously entertained by some. Indeed, two members of the board of instruction have already left.

The labor of a Professor is "worth what it will fetch," as well as that of other men, and this class of men do not often commit the folly of not accepting an increase of salary when it is offered. And why should they? After spending years in preparation, at a large expense, they surely ought to receive a compensation equal to that paid a competent book-keeper or salesman, in the large mercantile houses.

If the same policy is pursued in the future as has been in the past, no one should be at all surprised at frequent changes, not only in the faculty of the University, but in the schools generally throughout the State.

SUMMARY OF FACULTY AND STUDENTS.

Number of Instructors,.....	31
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SCIENCE, LITERATURE, AND THE ARTS.

Seniors,	37
Juniors,.....	46
Sophomores,	72
Freshmen,	99
In mining and engineering,.....	5
In selected studies,.....	41
In Higher Chemistry,.....	35

Total,	335
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Medicine and Surgery,.....	525
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LAW.

Seniors,	153
Juniors,.....	242
	395
Total in all departments,.....	1,255

GRADUATES IN 1867.

Mining Engineering,.....	2
Civil Engineering,.....	6
Bachelor of Science,.....	10
Bachelor of Arts,.....	27
Master of Science,.....	6
Master of Arts,.....	6
Doctor of Medicine,.....	82
Bachelor of Law,.....	146
LL. D., Honorary,.....	1
Total,.....	<hr/> 286

SUMMARY OF TREASURER'S REPORT.

Total of receipts,.....	\$66,909 14
“ expenses,.....	58,847 99
Balance in the treasury,.....	<hr/> \$ 8,061 15
Estimated expenses for the coming year, \$70,438 48.	

KALAMAZOO COLLEGE.

The affairs of this College have been usually prosperous during the past year, notwithstanding the severe loss it suffered in the resignation of its President, Hon. J. M. Gregory; a loss felt not only by the College, but also by the State, as his resignation of his position here was made in order that he might accept the Presidency of the Industrial College of Illinois. The State has thus lost an able and earnest Educator, as well as Kalamazoo College a President of extended reputation and influence.

The report of the acting President represents the College to have received an increase to its permanent funds during the year, with a prospect of a much larger addition to its endowment at no distant date. The number of students is also shown to be quite equal to the number reported last year.

SUMMARY OF FACULTY AND STUDENTS.

Number of Instructors, 11

NUMBER OF STUDENTS.

Seniors,	6	
Juniors,	10	
Sophomores,	14	
Freshmen,	31	
	—	61

PREPARATORY DEPARTMENT.

Seniors,	30	
Juniors,	57	
	—	87
Total males,		148

FEMALE DEPARTMENT.

Seniors,	5	
Juniors,	4	
Sophomores,	9	
Freshmen,	18	
	—	36

PREPARATORY DEPARTMENT.

Seniors,	26	
Juniors,	8	
	—	34
Total females,		70
Whole number,		218

OLIVET COLLEGE.

It will be seen, by reference to the report of the President, that the "material" strength of the College is steadily increasing. The number of its students increases as the means of accommodation are enlarged. The endowment fund continues to be augmented by additional donations. The officers of the

College, as well as all its friends, have been especially gratified by the munificent gift of \$25,000, by a benevolent gentleman of New York City.* The following is the summary of teachers and students for the past year:

FACULTY.

No. of Instructors,.....	12
Assistant teachers,.....	7

STUDENTS.

College Department,.....	19
Scientific Department,.....	22
Preparatory Department, (Classical course,)	64
“ “ (English course,)	135
Ladies' Course,.....	23
Elective Studies,.....	5
Preparatory Course,.....	91
Total,	359

HILLSDALE COLLEGE.

The very brief report from the President furnishes the following, respecting the condition of the College:

FACULTY.

No. of Instructors,.....	14
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STUDENTS.

Seniors,	14
Juniors,	16
Sophomores,	28
Freshmen,	44
Classical Preparatory,.....	29
English Preparatory,.....	186

Total gentlemen,.....	317
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*Since this Report went to press, a donation of \$25,000 has been made by a gentleman in Montcalm county, in this State.

LADIES' COURSE.

Seniors,	9
Juniors,	6
Second Year,	14
First Year,	31
Preparatory,	94
Total ladies,	<u>154</u>
Whole number,	<u><u>471</u></u>

HOPE COLLEGE.

The report of the President of Hope College, at Holland, Ottawa county, shows that this Institution is making healthy progress. It has four departments: Theological, Collegiate, Preparatory and Publishing; and in all, eighty-nine students; among whom are young men from six different States. Hope College will have the best wishes of all good men.

AGRICULTURAL COLLEGE.

The report of the President represents the condition of this College as in a high degree prosperous. The number of students in attendance is limited because of the want of accommodation.

Of those who make application for admission, a much greater number are refused for want of room, than are admitted.

Only about one hundred can be accommodated, but several hundred applications for admission are annually made. It is very much to be regretted that additional accommodations cannot at once be furnished, so that the number of students may be largely increased. Triple the number now in attendance could be taught, and with but little additional expense.

A plan for a new College edifice has been prepared, which will, when completed, furnish rooms for about one hundred more students.

Every year the faculty of the College are modifying the course of study so as to make it more and more distinctive. The preparatory class, which has been thus far a necessity, will soon be abandoned, as there are applications enough from those who are prepared to enter at once upon the college course, to fill every available room. We can but feel gratified with the success of the College thus far. No one familiar with the work it is doing can for a moment doubt its value to the agricultural interests of the State.

The number of Instructors,.....	7
The number of Students—Seniors,.....	5
Juniors,.....	10
Sophomores,.....	16
Freshmen,.....	33
Select Course,.....	7
Preparatory Class,.....	24
Total,	104

NORMAL SCHOOL.

Several changes have occurred in the Board of Instruction during the year. Prof. E. L. Ripley has resigned the chair of Mathematics to take the Principalship of the Normal School of Missouri. Mrs. E. L. Ripley also resigned the position of Preceptress to take the like position in the school in Missouri. Their places have both been filled; Prof. C. F. R. Bellows taking the chair of Mathematics, and Miss Ruth Hoppin receiving the appointment of Preceptress.

The chairs of Languages and Natural Science are still vacant, instruction being given in these departments by temporary teachers.

Notwithstanding these changes, although calculated to diminish the interest in the school for the time being, its prosperity is now greater than at any previous time since the war.

The following is a summary of the present Faculty and Students:

NORMAL DEPARTMENT.

No. of Instructors,.....	10
No. of Pupils, Winter Term, 1866-7,.....	192
“ “ Summer Term, 1867,.....	142
“ “ Fall Term, 1867,.....	240
“ “ Graduates,.....	12

EXPERIMENTAL DEPARTMENT.

No. of Students from the <i>Normal</i> Department acting as Teachers in the Experimental Department,.....	69
No. of Pupils, Winter Term, 1866-7,.....	72
“ “ Summer Term, 1867,.....	84
“ “ Fall Term, 1867,.....	106

UNION SCHOOLS.

Too much can hardly be said in praise of the union schools of the State. Both the amount of the educational work done in them, and the admirable manner in which it is done, testify to their value.

A thing to be especially noticed is the simplicity of their organization; requiring but little machinery to manage them. The system of reports, showing the attendance, the deportment and the standing of each pupil, and all those particulars important to be known, is reduced to a form so simple, that it requires comparatively little time to keep the record, and so carefully are the blank forms prepared, that there is very little liability to make mistakes. Records thus kept furnish statistics so accurate that they command universal confidence.

In many schools, the systems of records have been so *complicated*, that it was a severe task to keep them, and constant

care was required to prevent mistakes, so serious as to render the report valueless.

I cannot refrain from mentioning as examples of the admirable system of general school records found in the State, the system of reports adopted by the school board of Detroit, and used in the schools of that city. It may well be called a model system. The same may be said of the system of statistics kept in the schools at Grand Rapids. I would by no means single these out as preëminently superior to others, but as examples of most admirable systems of securing trustworthy school statistics. There are many other schools in the State whose entire management is worthy of mention.

Special attention should be called to one kind of work now done by the union schools; that is, the training of teachers for the primary schools. Hundreds of teachers are annually receiving all the training they ever get, in these schools. This training in many instances is of the very best kind, and is of immense value both to them as teachers and to their pupils. The great difficulty is, the time given to this special work is from necessity too short. Classes are formed for teachers both in spring and autumn, and from four to six weeks are devoted to a special course of instruction. Many of those engaged in teaching find time to attend but a single term. But little can be done in so limited a period, in comparison with what is needed. Yet instruction is given in the branches to be taught, and hints as to the organization of schools and their management, which enables these teachers to do comparatively good work in the schools which would otherwise have been very miserable.

Nearly ten thousand teachers are now employed in the schools of the State; an army of themselves, of no moderate dimensions. These are, however, but the officers of the "Grand Army" of three hundred and thirty-eight thousand children and youth now enumerated in our school list, as requiring school privileges. It is a question of serious moment how this host of teachers are to be trained for their work.

Although we have no definite statistics to determine the number of new teachers added to the list every year, we may safely write it thousands. Whence do they come? The University, the Colleges, and the Normal School, furnish but a fraction of them. The Union Schools, in the aggregate, give their hundreds. The remainder are but graduates of the Primary Schools, and it is to be feared that many of these are from the shorter course.

In many of the States the attempt is made to supply, in part, the teachers needed, by establishing Normal Schools. The demand in this State could not easily be supplied in this way. There is, however, a method that looks entirely practicable, and one that would involve but little expense comparatively, that would give ample opportunity for teachers to prepare themselves thoroughly for their work. That plan would be to form a Normal Department in every Union School that is under the supervision of competent and permanent instructors. The course of instruction in this department should be sufficiently extended to meet the demand of any of our Primary Schools, together with so much of the study of the theory and practice of teaching as would enable them to conduct a Primary School intelligently and successfully. This would be almost equivalent to creating a hundred Normal Schools at once. For the work which a score of Normal Schools would do if organized, would not differ widely from what would be done in the Union Schools. With this arrangement the Normal School could at once so arrange its course of study, as to attempt nothing but professional work. This is the legitimate sphere of this school. This is the kind of work which it was intended to do. But as things now are, it is compelled to do a large preparatory work. The Normal School should be purely a training school. Its course should be confined to two years. No students should be admitted to the course except they be found fully prepared to do so, after a most thorough examination. It is believed that if this plan could be adopted, it would be but a few years before we should be graduating not less than two hundred thoroughly-

trained teachers annually from the Normal School. There seems to be no other practicable way of supplying the constantly increasing demand for primary teachers. This is not only an increasing, but an imperative demand, if our schools shall prove at all successful.

With an arrangement by which thoroughly competent teachers could be placed over the schools of the State, what might we not expect from them. It is difficult to restrain the imagination in sketching the future. With the rate of increase for the last two years, as shown by the reports sent to this department, there will be within the next five years, not much less than five hundred thousand that ought to be found in the public schools. If these schools can be under the direction of thoroughly trained teachers, what a multitude of educated men and women would be constantly coming upon the stage of action, assuming the duties and responsibilities of citizens, rendering the State rich not merely in material wealth, but in intelligence and Christian virtue. The prosperity of such a State is real, and the condition of its citizens most enviable.

SCHOOL-HOUSES.

The erection of large and beautiful school buildings has become well nigh a passion with the people, one would think, from the earnestness with which so many of the towns enter upon the work. A larger number of school buildings worth from \$15,000 to \$30,000 have been erected during the past year than in any one year before. Several edifices are now in process of completion which will cost from \$50,000 to \$75,000. Notwithstanding the immense outlay in erecting the various structures devoted to school purposes, the demand for accommodations is by no means met. In the city of Detroit only 28 per cent. of the children attend the public schools. More than one thousand were sent home who went to the various schools at their opening last autumn, there being no place for them. This is but a small part of those who would have been there, had they not known that it was entirely useless to make the ap-

plication. It is true there are many private schools in the city, but only 41 per cent. of the children are found in both the public and private schools. Detroit is not the only city of the State straightened for accommodations for those wishing to attend the public schools.

All are striving to meet the demand for school accommodations, and it is hoped they will be able to do so before many years. Thus far, however, they have failed; for notwithstanding the most vigorous efforts made, and the large number of school rooms prepared, the rapid increase in population has out-run the large preparations, and to-day they are as far from meeting the clamorous demand for places in the schools, as at any previous time. We would not have the increase in population less, for it has ever been the policy of the State to encourage immigration; but with this immense increase in numbers, there must be a corresponding increase in interest and effort to meet the educational wants of so great a people, or the State will suffer loss.

SABBATH SCHOOLS.

The Sabbath Schools are influencing the educational interests of the State in no small degree. And since these schools are doing so much to disseminate truth, and to increase knowledge among the people, and since their moral power is so great over the children and youth, training them to habits of virtuous thought and action, it is entirely appropriate that a statement of what they are doing should be incorporated in this report.

A short report from the General Agent will be found in the Appendix, giving a brief statement of what is being done by the Sabbath School work in different parts of the State.

An effort will be made the coming year to secure as complete statistics as it is possible to get of the entire number in attendance upon the Sabbath Schools, and other facts which have an important bearing upon the educational interests of the State.

ORAMEL HOSFORD.

APPENDIX.

7

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UNIVERSITY OF MICHIGAN.

REPORT OF THE BOARD OF REGENTS.

To the Superintendent of Public Instruction of the State of Michigan :

In presenting the annual exhibit of the condition of the University for the year ending June 26, 1867, it is the source of much satisfaction to the Board of Regents, that they are enabled to report the constantly increasing prosperity of that Institution; and it is considered by them a subject for congratulation, that it continues to have such clear and decisive proofs of possessing the public confidence. They feel gratified in the belief that this confidence is fully deserved; inasmuch as the University has never employed its facilities for the accomplishment of the purposes for which it was established, with more efficiency than at the present time, nor, apparently, has it ever attained, at any former period of its history, to its present measure of success.

All the Departments, during the year just closed, have worked in perfect harmony with each other, and have all, without exception, participated in the general prosperity.

A summary of the students belonging to the University is given in the accompanying report of the President, by which it will be seen that the whole number in attendance, during the past year, is 1255; of whom 335 are enrolled in the Department of Science, Literature, and the Arts; 525 in the Department of Medicine; and 395 in the Department of Law. From these students, a large number of whom are from other States, there has been received from matriculation fees, annual fees for

incidental expenses, and the amount paid for diplomas, the total sum of \$20,086. It will be seen that from this source, the University is deriving a very considerable revenue. A discrimination is made in the charge of fees for matriculation and incidental expenses, in favor of students from our own State; much the larger portion of the above is received from abroad. Thus while the students from other States contribute to the reputation and standing of the University, by lifting it from a sphere merely provincial to one that is national, they also add a very large item to its material support.

Upon the recommendation of the Faculty of the Literary Department, a new course of study has been added to that Department, and the other courses in it have been revised, in order to furnish that variety of selection in the numerous studies taught, which seems to be demanded of an Institution, which proposes to be a University as well in fact, as in name. The criticisms which hitherto have been made concerning this feature of the University, have been of the most favorable character. Eminent educators have, with almost entire unanimity, commended the aim of giving a course of instruction so broad, and with such a wide range of elective studies, that the requirements of all may be met, who wish to pursue the higher branches of education. It is the desire of the Board, and the purpose of the Faculty, that while the purely literary and classical course of study shall receive full attention, there shall also be furnished the most ample facilities for the preparation of young men for the various industrial and practical pursuits of life.

The changes which have taken place in the Faculty of this Department, as also in that of Medicine, will be found mentioned [in] the report of the President.

For a full statement of the financial condition of the University, reference is made to the report of the finance committee, hereto annexed. A statement of the condition of the Museum and the additions made thereto, as also of the Library, will be found accompanying this report, respectively marked C and D.

It will be observed that no material change has been made in the financial condition of the Institution since the time of the last annual report. The actual receipts and expenditures have been nearly the same as then estimated, and it continues to be the fixed policy of the Board to increase the facilities of the University no further than it can be done in strict consistency with its financial safety.

During the course of the past year, questions of a delicate character, and upon which public opinion is much divided, have arisen for the consideration of the Board. For the full determination of these questions, time may be demanded; but as the University belongs to the people, and not only rests upon the people for its patronage, but depends upon them for its control and direction, there can be no doubt that the popular judgment, whatever the judgment may be, will be reflected in its management. While the Board freely recognize the fact that radical changes, on the one hand, need the most careful consideration; yet, if after such consideration they are found to be beneficial and wholesome, they should be made. In determining questions, however, of vital importance, they believe all will acknowledge that undue precipitancy is not desirable. The University is too deeply cherished by the people of the State, to be subjected to any indiscretion in its management, with impunity.

The Board therefore bespeak the favorable consideration of the friends of the University, until such a course shall be determined as shall be generally approved by all who may hold differing views upon the questions presented. It is their wish that the University, which has reached such a position of usefulness, and has attained to such a measure of success, may be entirely saved from any appearance of dissension and disturbance; and that a spirit of mutual conciliation and forbearance will be indulged by those who, whatever may be their opinion in respect to the policy to be pursued in its administration, are desirous that it shall continue to hold the proud place among

the Universities of the world which it has already begun to occupy.

Hereto is appended schedule marked "A," showing the number of Professors, Instructors, and other officers, with the compensation of each.

All of which is respectfully submitted.

THOS. D. GILBERT,
THOS. J. JOSLIN,
J. M. B. SILL,
J. EASTMAN JOHNSON,
JAS. A. SWEEZY,
C. M. STOCKWELL,
E. C. WALKER,
GEORGE WILLARD.

ANN ARBOR, Sept. 24, 1867.

SCHEDULE "A."

The names of Professors, Instructors and other officers, and the compensation of each, are as follows:

Rev. Erastus O. Haven, D. D., LL. D., President of the University, and Professor of Logic and Political Economy; salary \$2,000.

Rev. George P. Williams, LL. D., Professor of Physics; salary, \$1,500.

Abram Sager, M. A., M. D., Professor of Obstetrics and Diseases of Women and Children; salary, \$1,000.

Silas H. Douglass, M. A., M. D., Professor of Chemistry, Mineralogy, Pharmacy and Toxicology; salary, \$1,500.

Moses Gunn, M. A., M. D., Professor of Surgery; salary, \$1,000.

James R. Boise, M. A., Professor of the Greek Language and Literature; salary, \$1,500.

Alonzo B. Palmer, M. A., M. D., Professor of Pathology, the Practice of Medicine, and of Hygiene; salary, \$1,500.

Alexander Winchell, M. A., Professor of Geology, Zoölogy, and Botany; salary, \$1,500.

Corydon L. Ford, M. A., M. D., Professor of Anatomy and Physiology; salary, \$1,000.

Henry S. Frieze, M. A., Professor of the Latin Language and Literature; salary, \$1,500.

DeVolson Wood, C. E., M. A., Professor of Civil Engineering; salary, \$1,500.

Hon. James V. Campbell, Marshal Professor of Law; salary, \$1,000.

Hon. Charles I. Walker, Kent Professor of Law; salary, \$1,000.

Hon. Thomas M. Cooley, Jay Professor of Law; salary \$1,000.

James C. Watson, M. A., Professor of Astronomy and Director of the Observatory; salary, \$1,500.

Samuel G. Armor, M. A., M. D., Professor of Institutes of Medicine and Materia Medica; salary, \$1,000.

Edward P. Evans, Ph. D., Professor of Modern Languages and Literature; salary, \$1,500.

Rev. Lucius D. Chapin, M. A., Professor of Moral and Intellectual Philosophy; salary, \$1,500.

Edward Olney, M. A., Professor of Mathematics; salary, \$1,500.

Rev. Andrew Ten Brook, M. A., Librarian; salary, \$1,500.

William Lewitt, M. D., Demonstrator of Anatomy; salary, \$1,000.

Adam K. Spence, M. A., Assistant Professor of Greek and French; salary, \$1,000.

Charles K. Adams, M. A., Assistant Professor of History and Latin; salary, \$1,000.

Allen J. Curtis, M. M., Assistant Professor of Rhetoric and English Literature; salary, \$1,000.

Albert B. Prescott, M. D., Assistant Professor of Chemistry and Lecturer on Organic Chemistry and Metallurgy, salary, \$1,000.

Ashley Pond, M. A., Fletcher Professor of Law; salary \$1,000.

George B. Merriman, M. A., Assistant Professor of Mathematics; salary \$1,000.

Stillman W. Robinson, C. E., Assistant in Civil Engineering; salary \$600.

John H. Burleson, Secretary and Steward; salary \$1,000.

Donald McIntyre, Treasurer.

Preston B. Rose, M. D., Assistant in Chemistry; salary \$300.

Willard B. Rising, B. A., Assistant in Chemistry; salary \$250.

John Carrington, Janitor; salary \$350.

Gregory Nagle, Janitor; salary \$175.

James Ottley, Janitor; salary \$400.

Robert Howard, Janitor; salary \$400.

W. J. English, Keeper of the Museum; salary \$150.

Silas H. Douglass, M. A., M. D., Dean and Secretary Medical Faculty; salary \$200.

Thos. D. Hubbard, B. L., Law-Librarian; salary \$110.

Edward L. Walter, Assistant in General Library; salary \$400.

REPORT OF THE FINANCE COMMITTEE.

To the Board of Regents of the University of Michigan:

Pursuant to law, the Finance Committee of the Board submit the following account of the financial condition of the University at the close of the fiscal year ending June 30, 1867, with an estimate of the probable receipts and expenditures for the year ending June 30, 1868.

RECEIPTS.

Balance July 1st, 1866.....	\$6,915 54
Received from State Treasurer.....	39,415 82
“ “ students fees.....	19,105 00
“ “ “ diploma fees.....	981 00
“ return money lent to place heating apparatus in Laboratory.....	350 00
“ rent of Dwellings.....	104 15
“ from Prof. Gunn, balance of unexpended ap- propriation	37 63
	<hr/> <hr/>
	\$66,909 14

EXPENDITURES.

For Salaries.....	\$31,426 80
“ 15 per cent. additional grant.....	3,316 86
“ General Library.....	1,500 00
“ Medical “.....	300 00
“ Loan to Laboratory for heating apparatus....	350 00
“ Law Library.....	500 00
“ Repairs to the Observatory building.....	805 67
“ Medical building warrants.....	1,354 34

For Interest on Medical warrants.....	\$ 379 20
“ Law building warrants.....	3,574 55
“ Interest on Law building warrants.....	300 76
Contingent expenses, classified as follows:.....	15,040 53
For Grounds.....	\$ 300 00
“ Insurance.....	800 00
“ Postage.....	350 00
“ Regents' expenses.....	575 30
“ Visitors' “	81 75
“ Fuel and lights.....	3,800 00
“ Alterations and repairs.....	1,500 00
“ Printing minutes.....	82 54
“ Annual catalogues.....	1,354 58
“ Geological collections.....	100 00
“ Completing room in basement of Med- ical building.....	185 81
“ Ball grounds.....	100 00
“ Taxidermist	315 62
“ Care, arrangement and preservation of Museum.....	224 38
“ Three double windows in Laboratory,	25 00
“ Fitting up recitation rooms.....	605 09
“ Shelving in Law Library.....	278 04
“ Prizes for scholarships.....	75 00
“ Printing reports of President and Prof. Winchell.....	89 27
“ Medical Department.....	559 25
“ Advertising Medical Department....	150 00
“ “ Law “	125 00
“ Use of Dr. Ford's collections in Med- ical Museum.....	300 00
“ Other contingent expenses.....	2,963 90
“ Balance to new account.....	\$8,061 15
	<u>\$66,909 14</u>

ESTIMATED RECEIPTS FOR THE YEAR ENDING JUNE 30, 1868.

Balance in the Treasury, July 1st, 1867,	\$8,061 15
Due from State Treasurer,	7,877 33
Interest on proceeds of University land sold,....	38,000 00
Rent of dwellings,.....	500 00
Students' fees and Diplomas,	16,000 00
	<hr/>
	\$70,438 48
	<hr/>

ESTIMATED DISBURSEMENTS FOR THE YEAR ENDING JUNE 30, 1868.

For Salaries as now existing,.....	\$38,285 00
“ Additional grant,.....	3,412 50
“ Medical building warrants maturing during the year,.....	1,354 34
For interest on outstanding Medical building war- rants for one year,.....	284 41
For outstanding warrants for salaries,.....	462 50
“ Reserve Fund.....	2,500 00
“ Postage,.....	300 00
“ Insurance,.....	1,200 00
“ Fuel and lights,.....	4,000 00
“ General library,.....	1,500 00
“ Law “	300 00
“ Medical “	200 00
“ Grounds,.....	300 00
“ Annual catalogues,	1,400 00
“ Alteration and repairs,	1,500 00
“ Regents and Visitors expenses,.....	500 00
“ Other contingent expenses,.....	4,000 00
Balance,.....	8,939 73
	<hr/>
	\$70,438 48
	<hr/>

The following list contains the numbers and amounts of the several warrants upon the Treasury for salaries, outstanding July 1, 1867:

No. 574 for \$375; No. 612 for \$87 50,.....	\$ 462 50
Outstanding Medical building warrants, maturing during the years 1867-8,.....	4,068 01
The reserved fund of the University amounts to..	14,100 00
Accrued interest,	1,372 00
	<hr/>
	\$15,472 00
	<hr/>
Invested in 11 Mich. 7 $\frac{7}{8}$ ct. bonds, due 1890,...	\$11,000 00
“ “ 31 Ann Arbor, 7 $\frac{7}{8}$ ct. bonds,	3,100 00
Cash in Treasury,	1,372 00
	<hr/>
	\$15,472 00
	<hr/>

This fund has accrued from a part of the avails of sales of University property in Detroit, and not from surplus receipts into the Treasury, as was charged at the last session of the Legislature by those who opposed a grant of aid to the University.

Hereto is appended the report of the Secretary marked A, showing the numbers and amounts of the warrants on the Treasurer issued during the year; also, the report of the Treasurer marked B, showing the numbers and amounts of the several warrants paid during the year, the items of receipts, and the sources from whence received.

While it appears from the above estimate of receipts and expenditures, that there will be in the Treasury at the end of the fiscal year, the sum of \$8,939 73, we must remember that it is not a surplus from the transactions of the current year, but is about the amount remaining annually in the hands of the State Treasurer. The actual condition of the Treasury at the expiration of the current fiscal year, based on the estimated transactions of the year, will be about as follows:

Balance in Treasury July 1, 1867.....	\$8,061 15
Interest on proceeds of University lands sold....	38,000 00
Rent of Dwellings.....	500 00
Students' fees and diplomas.....	16,000 00
	<hr/>
	\$62,561 15
Disbursements as per estimates above made.....	61,498 75
	<hr/>
Probable surplus.....	<u>\$1,062 40</u>

THOMAS D. GILBERT,
J. EASTMAN JOHNSON,
Committee.

REPORT OF THE PRESIDENT.

Gentlemen of the Board of Regents :

During the year closing June 26, 1867, the University has had a larger number of students in each and all of its departments than ever before. The following is the summary, as given in the catalogue, published near the first of January, which might properly be enlarged, as a few students entered after that time, but in my annual reports, for convenience, and to avoid conflicting statements, I prefer to take the numbers published in the annual catalogue:

SUMMARY OF STUDENTS.

Department of Science, Literature and the Arts.

Seniors,	37
Juniors,	46
Sophomores,	72
Freshmen,	99
In Mining Engineering,	5
In Selected Studies,	41
In higher Chemistry,	35
Total in Department,	335

Department of Medicine and Surgery.

Students,	525
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Department of Law.

Seniors,	158
Juniors,	242
Total for the Department,	395
Total in the University,	1255

During the past year the following numbers have graduated: Mining Engineer, 2; Civil Engineer, 6; Bachelor of Science, 10; Bachelor of Arts, 27; Master of Science, 6; Master of Arts, 6; Doctor of Medicine, 82; Bachelor of Law, 146. The honorary degree of LL.D., has also been conferred upon one. Total, 286.

So large a number of young men—the largest attending any University in the country—have not been accommodated without difficulty. The recitation and lecture-rooms of the Literary Department have been in some instances inconveniently crowded, the passage ways and stair ways in the old building originally designed for dormitories, now used for recitation and lecture-rooms, are too narrow for the multitudes that pass and repass each other there. We have been compelled to divide some of the classes which are pursuing the same studies, into sections, thus increasing the labor of the instructors. But our greatest inconvenience arises from a want of a room on the University premises large enough to accommodate one-half of all the students together, so that it is never possible to hold a meeting of them all. Probably there is no other University in the country without a room large enough to accommodate its Faculty and students assembled together. It is impossible for us to assemble, even for religious worship, for the want of a place, but the members of each department, or a selected number, must meet by themselves.

The courses of study pursued in the Literary Department have been prospectively enlarged, as new demands have arisen. For several years the University has escaped all trouble from the chronic and seemingly interminable discussion between the defenders of classical and scientific learning, respectively, by liberally providing for both impartially, and by allowing each department to stand on its own merit.

In 1852 the University was largely remodeled by the State, and it was then enacted that "the Regents shall provide for the arrangement and selection of a course or courses of study, *for such students as may not desire to pursue the usual colle-*

giate course, in the Department of Science, Literature and the Arts, embracing the ancient languages, and to provide for the admission of such students without previous examination as to their attainments in said languages, and for granting such certificates at the expiration of such course or term of such students as may be appropriate to their respective attainments." The Scientific course was then established by the Regents, and has had now sixteen years of trial. In 1858 a course of study in Civil Engineering was established, and in 1864 a course in Mining Engineering. The result of these experiments has been very gratifying. The old time-honored Classical Course of Study, instead of being diminished and marred, as it would be if the demands for lessening the amount of the study of Latin and Greek were yielded to, and all the students were required to adhere to one course of study, is maintained and perfected according to the desires of its friends; and by the various provisions of parallel courses of study, the wishes of all parties are met.

It has been found by experiment that a still greater variety of study should be provided for, and therefore a new schedule has been drafted, to apply hereafter, providing for six parallel courses of study, denominated the Classical Course, the First Scientific Course, the Second Scientific Course, the Latin and Scientific Course, Civil Engineering, and Mining Engineering. It is the purpose of the University honestly to furnish to young men who complete the studies pursued at the High Schools in the State, opportunities to prosecute their studies further in any direction which they may choose. It is probably this characteristic—the breadth and liberality and impartiality of its courses of study, and at the same time the honesty with which it has maintained a proper scholarship by not admitting students too poorly prepared, or who could more properly pursue their studies in the Union Schools, and by insisting upon the maintenance of good scholarship in the several classes,—that has given to this Department of the University its high reputation. This reputation will be maintained, and in precise proportion

to the means at command will the University of Michigan meet the wants of the people.

Some changes have taken place in the Faculty of this Department. A. K. Spence, formerly Assistant Professor of Greek and French, is appointed Professor of the French Language and Literature. C. K. Adams, formerly Assistant Professor of History and Latin, is appointed Professor of History, and S. W. Robinson, formerly Assistant in Civil Engineering, is appointed Assistant Professor of Mining Engineering and Geodesy, and M. L. D'Ooge is appointed Assistant Professor of the Ancient Languages. Moses Coit Tyler also has been elected Professor of Rhetoric and English Literature.

The enlargement of the Astronomical Observatory is now going on, provided for by donations amounting to \$3,000 from liberal friends in Detroit, and an equal sum from the City of Ann Arbor, \$500 of which is to be expended for improvement of the streets. The Chemical Laboratory also has been enlarged, and nevertheless is not competent to accommodate the great number of students who wish to avail themselves of its excellent advantages.

The additions made to the Museum have been creditable, as will be seen by the Report to me by Prof. Winchell, and presented herewith. The improvements needed in this Department will be made, from time to time, as the means appropriated to its support, will allow.

The Department of Medicine and Surgery was, during the past year, more largely attended than ever before. Five hundred and twenty-five students attended the lectures, of whom eighty-two graduated as Doctors of Medicine. Though no formal literary examination of the candidates for matriculation was required, except a statement in writing of their previous studies, yet several applicants were rejected as unprepared. There can be no doubt that the honor of the Medical Profession would be guarded, and some of the best interests of the community promoted, if all the Medical Schools in our country would insist upon it, that no one should be recognized as a

Student of Medicine who has not passed a satisfactory examination in a certain specified course of scientific and literary study. A certain standard should be maintained, and then still greater advancement be encouraged. No rigidity of merely professional requirements can be a substitute for this. Proficiency in Professional Study, even if it were possible without a good literary and scientific foundation—and in some essential respects it is not possible—could not take the place of a thorough general preparation of the student by a liberal education. The University of Michigan will always be found ready to co-operate with others in this direction, and with or without coöperation will exert its influence to bring about this result.

At the close of this year Moses Gunn, M. D., Professor of Surgery, resigned his place, having been a member of the Faculty from its organization in 1848. The University is largely indebted to Dr. Gunn's skillful and earnest labors, and now parts with him with great regret. William W. Greene, M. D., has been elected in his place, Professor of Civil and Military Surgery. Dr. Greene graduated in the Medical Department of this University in 1845, and has enjoyed extensive experience in practice and as a Professor, and we are fortunate in being able to secure the services of one known to be fully competent for the post. William Lewitt, M. D., has also resigned his position as Demonstrator of Anatomy, a place which he has held with success and credit, since 1858. The great increase in the number of Students and in the work demanded has led to the appointment of Dr. Henry W. Cheever as Demonstrator of Anatomy, and Dr. A. G. Frothingham as Prosector of Surgery and Assistant Demonstrator of Anatomy, both of whom are graduates of this University.

The great and unparalleled prosperity of this Department, the undoubted good influence which it has had upon the Medical Profession the scores of graduates which it has sent out who have won high positions in the army and in all parts of the country, would render it inexcusable and suicidal to admit any radical changes into its constitution or mode of operation.

No such change has been contemplated, or could for a moment be thought of. When it was established it took at once the highest ground to secure a thorough preparation for the Profession, and to afford the best possible medical education. The only changes admissible are such as may be required, from time to time, to keep pace with, and lead in the advancement of science and practice at home and abroad.

The relation of the Department to a modification suggested by the Legislature of the State, will be considered in another part of this Report.

The Department of Law has been so regularly prosperous as to require but little attention. No changes have been made in the Faculty. Two of its Professors are Justices of the Supreme Court of the State, one Judge of the Third Judicial Circuit of Michigan, and the fourth a practicing Lawyer in Detroit. The instruction afforded is not only broad and comprehensive in theory, but preëminently practical. The large number of Students shows how the school is appreciated in all parts of the country. It is inconvenient to the Department that a large part of the building is employed for the General Library, and that the only Chapel for the University is the Law Lecture Room, which will accommodate only about five hundred persons. This is one of the embarrassments arising from the fact that the State of Michigan will not afford us adequate buildings. A sum of one hundred thousand dollars is imperatively needed to give us fair room to meet the demands of the University.

Having thus noted the three Departments of the University in order, I desire to submit some suggestions of a general character. In this Report I purposely omit all theoretical disquisitions upon educational questions, upon which discussion is so common and interminable, and confine attention to practical matters which our constituents, the people of the State, to whom the University belongs, ought to understand.

A respectful and earnest Memorial was presented by me, in accordance with the request of your Honorable Body, to the

Legislature of the State, at its last session. In this Memorial the wants of the University were set forth, and also the fact that only one hundred thousand dollars had ever been given to the University by the State, which was originally in the form of a loan, and upon which the University paid seven per cent. interest annually for many years, and also that the original price of many of the lands belonging to the University had been reduced by the State, so that in fact this aid has not ultimately added to its income, though it was a great advantage at the time. For this the State University is and always should be grateful. It was also shown that now, the day of preparation and of the laying of a foundation being past, the University, with its present reputation and success, is in a condition to make a most profitable use of additional aid. One thousand dollars now would be more immediately and permanently productive of good results than ten thousand dollars when the foundation was being laid. The action of many other States which are expending large sums in creating Universities, demonstrates that, had they the foundation to build upon which Michigan has, it would not be long before they would present Universities superior to anything yet seen in this country.

These representatives were respectfully listened to by the Legislature, and the Memorial was printed by their order. The Committees on Education most heartily and unanimously approved the request. The discussions generally evinced a gratifying interest in the institution. And yet some objections were made in discussion and are now occasionally repeated by a few persons.

It is intimated that the University is aspiring and endeavors to absorb or overshadow other institutions of learning. Nothing can be more false and unreasonable. That the University is prosperous of course is acknowledged. But is this a crime? Must it put itself into the position of a feeble, perishing thing to excite sympathy? It asks aid, not because it will perish, not even because it will positively retrograde without it, but because it is in a position to use well any additional resources,

because it needs more room and capital to use its reputation and opportunities for the greatest possible result, and because if not aided, other State Universities will soon surpass it.

It is not unfriendly to other institutions of learning in the State. It rejoices in their success. It thrives in the healthy spirit which itself and they together engender and encourage. It rejoices in their growth. They have their friends to depend upon, to whom shall it look but the State? If the question is put to it how it could use funds to accomplish certain ends, whether for agricultural education or any other purpose, of course it must make a *truthful* reply. No honest man desires to build up any institution except on a basis of truth, and it is my duty to state the facts.

It is also suggested that the expenditure of money by the State in the University is uncalled for, because its advantages are shared so largely by Students from other States. It is true that the University of Michigan, in common with the leading universities of Europe and America, attracts students from afar. The facts are, that out of the 1,255 reported in the last Catalogue, 373 were from Michigan, and 882 from other States. Now the amount of money received from the admission and annual fees of the students from abroad was \$15,960, while that received from Michigan students, was only \$3,745. Take away the money received from foreign students, and allow that the expense for buildings would be diminished one-third, and still the loss would be so great that not more than two-thirds of the present Faculty could be employed. The University would at once sink to such a grade that it could not command the present number of Michigan students. No benefit could result, in this liberal age, from degrading a University which was founded by a grant from the United States, to a limited local patronage, simply to avoid a little addition by the State to the noble boon granted by the nation. The discrimination between home and foreign students is now greater than I approve, but it has been forced upon us as a necessity, in order to meet current expenses. The thousands of young men

attracted hither from abroad, acquire a high estimation of Michigan. Many of them remain within the State, others wherever they go, spread its reputation, and to-day nothing within Michigan is mentioned so often and with so great commendation without, as our State University. Neither on moral nor pecuniary grounds should higher charges than at present be made to foreign students. Even now, but for them, our Departments of Medicine and Law could not be sustained. Higher charges would induce some of our young men to seek their education elsewhere.

The Legislature, after considering the matter, enacted a law granting to the University an income which should arise from a tax of one-twentieth of a mill on every dollar of the property taxed by the State. This tax of ten cents on two thousand dollars would amount at present to less than \$16,000 a year, which, though small, would by careful economy enable the University to build a Chapel, a fire-proof Library Building, and enlarge its library and museums, in the course of a few years. It would be a trifle to the State, and with it the University, now of no expense to the people, could not by any person be regarded as a burden.

But even this small grant was accompanied with a proviso, of such a nature as to render it doubtful whether the University can consistently accept it—notwithstanding its wants. This condition is that a Professor of Homeopathy be appointed in the Medical Department.

Hitherto it has been left to the Regents of the University, elected by the people, to establish the Courses of Study in the various Departments, and to appoint such Professors and Instructors as they shall deem best. In theory this duty in a State University is at best delicate, and requires sound judgment and great care. So various are the opinions entertained by different parties, that it might appear impossible to provide for thorough instruction in all the sciences, without offending portions of the people who entertain peculiar opinions on theological, political, philosophical, or scientific subjects. This

difficulty has been happily avoided, but should the practice be initiated of dividing this responsibility between the Regents who are elected for a long time and responsible for the management of the Institution, and successive Legislatures which are elected for a shorter time and burdened with various duties, and the most of whose members, from the nature of the case, have no personal intimacy with the University, serious conflicts of opinion must arise that will peril and perhaps destroy the prosperity of this State Institution. On this principle alone, and without entering into the merits of this case in particular, it is a question of grave importance whether the University would not be safer—notwithstanding its necessities—to decline most respectfully to receive the boon on this condition. Is not this great State willing to grant aid to its University, and leave it to be managed solely by the Board of Regents, a permanent body, elected by the people, and entrusted with its care by the Constitution?

With regard to this specific condition, in particular, I could not investigate its merits without seeming at least to espouse the cause of a particular party. I must observe, however, that on prudential reasons alone it would be clearly impracticable to teach Homeopathy, in a manner satisfactory to its friends, in such a School of Medicine as ours, which espouses and teaches no exclusive theory, whether called Allopathy, Hydropathy, Eclecticism, or by any other name. This School teaches neither a conglomeration of conflicting theories, nor any one in particular, but aims, in accordance with the time-honored customs of the oldest Medical Schools, to teach the science or sciences, underlying or embraced in Medicine and Surgery. It does not and will not commit itself to teach that disease can, and must, and shall be cured only homeopathically, or allopathically, or by any other known process. It surveys or should survey all the accumulations of the past on this subject, all the ever-opening investigations of the present, and awaits the developments of the future. The only process by which any newly discovered method of treating disease can be

introduced into its instructions, is, by so commending itself to attention by its reasonableness [and success, as to command assent and its proper place in the established science of the Profession. This, it seems to me, is the only proper basis of the theories and practice to be taught by a State University.

It has been proposed by some persons interested in the subject that the Regents employ a Professor of Homeopathy, in accordance with the requirement of the law granting aid to the University, to give instruction elsewhere, or in a School independent of the one conducted on the premises, to be supported out of the money received by the grant. The propriety of such a course will have to be considered on its own merits, whenever any definite proposals of the kind are made.

Another subject of general interest has been presented by the action of the Legislature of the State, recommending that the University admit females as well as males to its advantages. This subject has once before been thoroughly discussed by the Board of Regents. At the meeting held September 9th, 1858, a report was presented by Regents McIntire, Parsons and Baxter, and unanimously adopted by the Board of Regents, which presents the subject exhaustively and in an admirable spirit. Since that time, I believe, no Superintendent of Public Instruction in the State, no Board of Visitors, nor other authorities appointed to investigate the affairs of the University, have recommended a departure from the policy established from the beginning. It would be impossible for me to present the arguments for and against the proposition, without repeating much of that report. No one denies that consistency requires that a State which provides a University for its young men should also meet the demands for a higher education by its young women. Personally, I believe that young women should be encouraged to obtain the very highest education, and to fit themselves for many departments of industry in which women have not generally largely participated. I am in favor of a liberty in this respect unlimited by law. At the same time, when it comes to a practical question whether young ladies

should be admitted and invited to enter a University already established, with a thousand students, with its buildings, rooms, courses of study, all originated and planned upon a different idea and with a different object, I see numerous objections; and I am confident that such a change could not be made without a radical revolution, that would require a large expenditure of money and give a totally new character to the University, and infallibly be attended with a temporary breaking up of its prosperity and success. Our buildings are not properly arranged for such a work. The numbers would be too great unless foreign students were rigidly excluded. More courses of study would have to be adopted, or the University would be most manifestly unfair, to invite both sexes to advantages prepared solely to meet the demands of one sex, so far as any distinction of demand can be recognized. The few experiments of the kind tried, lead all who participated in them to the conclusion that some special and expensive and careful provision must be made to guard against great evils. This was most clearly set forth by Hon. Horace Mann, in a letter to the Regents in 1858, while he was at the head of a college, small in numbers compared with this University, at which both boys and girls were admitted. President Finney, of Oberlin College, also entertained the same views. The dangers of the system were pronounced—to use one of Mr. Mann's own terms, italicised by himself—“*terrible*,” and the course “not to be thought of without a boarding-house for the young ladies.” Professor Finney stated that “a wise and pious matron, with such lady assistants as to keep up sufficient supervision,” would be needed. If such are the views of men who, under the most favorable circumstances have *tried the experiment*, on a small scale compared with what we might expect here, and with a younger class of students, are we prepared suddenly to take so hazardous a step?

It should not be forgotten by those who theorize on this matter without practical experience, or even observation, that *the life of a student is and must be in some respects an un-*

natural one. It is exceptional to the general course of life, and temporary. Boys and girls attending our public schools are at home with their fathers and mothers. They have only the passions of children. Men and women, older than our students on the average, having finished their education, are generally in families, husbands and wives, with the cares and responsibilities and controlling circumstances of mature life. But youth is a transitional period, when passion is strong, and restraint is feeble, and if, just at this period, multitudes of both sexes are massed together, not in families, and not restrained by the discipline of the home circle, consequences anomalous and not to be cultivated by an Institution supported by the State are likely to ensue. Many of our students board themselves in clubs; they have societies of their own, unrestrained by special supervision.

Whether these views are correct or not, they are honestly entertained by many who regard woman as the equal of man, and who, like myself, would seek no more earnestly the welfare of one than of the other. So long as these views are largely entertained, to open the University to females would not meet the demands of the people, because a large majority of the people would feel morally compelled not to send their daughters there. It is too late now to make this change without a revolution that should not be risked except under a necessity that cannot otherwise be met. And if insisted upon, suitable appropriations of money to meet the expense should be made. The establishment of a State College for young ladies would reasonably and successfully meet the demand.

For these reasons I recommend that no change be made in the regulations of the University on this matter.

The year to come is, in some respects, an experimental year. Whether the large numbers of the students will continue in spite of the increase of charges, remains to be seen. The increase in numbers has been so great, that it may prove accidental. The attendance last year was nearly twice as large as five years ago. Perhaps such large numbers are not regularly

to be expected, and certainly much larger numbers cannot be accommodated, unless in some way the income of the University can be increased.

I am happy to state that excellent order has prevailed in all departments, and that the earnestness and industry and moral and religious character of the students have been exceedingly gratifying.

All of which is respectfully submitted.

E. O. HAVEN,

President, &c.

STATEMENT OF OPERATIONS IN THE MUSEUM OF THE UNIVERSITY OF MICHIGAN, IN THE DEPARTMENT OF "GEOLOGY, ZOÖLOGY AND BOTANY," AND THE DEPARTMENT OF "ETHNOLOGY AND RELICS," FOR THE YEAR ENDING SEPTEMBER 21ST, 1867.

REV. E. O. HAVEN, D. D., LL. D., *President of the University:*

SIR—I have the honor to report a gratifying amount of activity during the past year, in those departments of the Museum placed under my charge. The means at my disposal, however, have been considerably less than last year; and for this reason, the amount accomplished has not been all that I desired. By a resolution of the Board of Regents adopted September 26th, 1866, \$300 were appropriated, to be expended upon the materials of the Museum; and, at the same time, there remained unexpended, from appropriations of the preceding year, the sum of \$331.82 to be devoted to the construction of new cases. No other funds have been available during the entire year, except for transportation of specimens; and, in the meantime, the exigencies of the Museum have been such that it has been indispensable to create a small indebtedness.

I. DEPARTMENT OF GEOLOGY, ZOÖLOGY AND BOTANY.

I. Geology.

By far the largest addition to the geological collection made during the year, has been the result of an expedition to the

mining region of Lake Superior. At the earnest request of a number of young men connected with the University, I organized a party which started on the 26th of May, and returned to Ann Arbor on the 26th of June. The party, besides myself, consisted of M. Jackson and T. M. Potter of the graduating class; W. H. Boardman and C. N. Howell of the Junior class; J. S. Scovell, A. B., (Oberlin Coll.), A. E. Dolbear, A. B., (O. Wes. Univ.), F. M. Smith, F. A. Lyman, T. Entrekin, H. R. Durkee, J. B. Tyler, A. B., (Amherst Coll.), A. E. Foote, C. S. Starr, A. B., (Rochester Univ.), W. H. Fitch, A. B., (Beloit Coll.), and W. S. McHarg, of the Department of Mines; O. H. Ward of the Michigan Agricultural College, and A. C. Campbell of the School of Mines of Columbia College. The party was provided, at their own expense, with two wall tents and all other requisites for camping out. Facilities were furnished by the University for making collections in geology, zoölogy and botany. The expedition was in every respect successful; and brought together a large collection of specimens—especially geological—as will be indicated in detail below.

It affords me great pleasure to acknowledge that a large share of this success is due to the liberal coöperation and aid extended to the party by nearly every one whom we found in a position to help us. Besides those who will be mentioned in connection with the donation of specimens, the thanks of all concerned are due to John Hutchings, owner of the steamer Concord; M. B. Kean, owner of the Illinois; J. T. Whiting, Agent for the Meteor; James E. Dalliba, of the Favorite; Capt. Murch, of the Northern Light; Capt. Wilkins, of the Northwest; Capt. McKay, of the Ontonagon, and S. P. Ely, Vice-President of the B. de N. & M. and M. & O. Railroads, for great reduction of fares to and from Detroit, and from point to point throughout the region visited; to Geo. Hardie, Esq., Agent of the Quincy Mining Co., Hancock, and Dr. J. C. McKenzie, President of the Caledonian Mining Co., Rockland, for valuable attention and liberal hospitalities to the whole party; to Capt. Gilbert Johnson, Agent of the Lake Superior Iron Mining Co.,

Ishpeming, for substantial aid and facilities extended to the party during several days; to Hiram A. Burt, A. M., (Regent elect) of Marquette, and Walter A. Northrop, of Houghton, for storage, dockage, and transportation facilities; to Thomas W. Buzzo, Agent of the Huron Mine; D. H. Ball, Attorney, Houghton; S. G. Emerson, Mining Engineer; John McChrystal, Captain, Franklin Mine; Ebenezer Rowlands, Captain, Iron Mountain Mine; J. C. Chynoweth, Agent National Mine; Geo. Barringer, Captain Lake Superior Iron Mining Co., (Sec. 16); Mr. Forster, Agent Sheldon-Columbian Mine; Capt. Cliff, Quincy Mine, severally, for attention, information, assistance, transportation and other facilities.

The total number of boxes and kegs of specimens collected by the party was 136, of which 109 were sent to the University. Of the latter, 80 were from the iron region of Marquette county, 11 from the Portage Lake Copper Region, and 17 from the Ontonagon Copper Region, and one box was filled with miscellaneous specimens. One specimen of banded jaspers hæmatite, from the vicinity of Ishpeming, weighing 2,200 lbs., procured by the united exertions of the party, aided by Capt. Barringer, is placed upon the University grounds in front of the Museum, and constitutes an interesting exemplification of two important geological problems which still remain unsolved. The specimens from the Iron Region constitute the first adequate illustration as yet obtained from that region for the University, and ought to be regarded as an indispensable acquisition. The specimens from the Copper Districts are the first obtained within twelve years, and are very desirable, both as embracing some new illustrations, and as exemplifying the present state of mining development. The party collected also zoölogical and botanical specimens, and relics of ancient mining, as will be noted under those heads.

The following is a more particular statement of geological specimens obtained for the University by the expedition:

A. Winchell—Twenty-two boxes and two kegs from the Iron

Region, 11 boxes from the copper districts, and one box of miscellaneous specimens.

M. Jackson—Two kegs from the Iron Region.

J. B. Tyler, A. B.—Two kegs from the Iron Region.

T. Entrekin—One box and two kegs from the Iron and Copper Regions.

Capt. Gilbert Johnson, Ishpeming—Sundry specimens from the Iron Region, and unlimited permission to collect.

Captain Ebenezer Rowlands—Similar favors at the Iron Mountain.

Capt. George Barringer—Similar favors at Sec. 16, Lake Sup. I. M. C.

Mr. Everett, Ishpeming—A quart of agates from the north shore of Lake Superior.

Capt. Forster, Houghton—Graded samples of "stamp copper," a few crystallizations and a specimen of native silver.

Capt. John McChrystal—Some fine crystallizations from the Franklin Mine.

Joseph Rudd, Esq., 70 Broadway, New York, President of the Minnesota Mining Co.—1. A Cabinet of specimens filling two large boxes, from the Minnesota Mine. 2. A fine colored lithographic view of the Minnesota Mine and its surroundings. 3. Lithographed plans of the underground work of the mine.

Dr. Vaill, (Alumnus) Rockland—Numerous good specimens from the Ontonagon district.

D. C. Springer, Engineer, Rockland—Black Oxyd of Copper; Datholite; Cinnabar from California.

Capt. J. C. Chynoweth, Rockland—Brick Copper; Datholite, and sundry other specimens from the National Mine; Tin Ore (*Cassiterite*) from Cornwall, England.

Dr. J. C. McKenzie, 70 Wall Street, New York, President Caledonia Mining Co.—Numerous very fine specimens and invaluable assistance.

Baron C. de Pontalba, Ontonagon—An ingot of Copper from the Smelting Works.

Alfred Meads, Ontonagon—Ornamental specimen of smelted copper.

W. B. Cawthorn, Marquette—A quart of agates from the north shore of Lake Superior.

Alfred Kidder, Marquette—Ferriferous talcose schist with garnets, from the Washington Iron Mine.

F. W. Anthony, Rockland—Specimens from the "Nonesuch" Copper Mine, (in conglomerate) Iron River, near Porcupine Mountains.

Other geological specimens have been acquired during the year, as follows:

A. Winchell—1. Samples of Bituminous Coal, Mineral Charcoal, Limestone, Sandstone and Shale from the Coal Measures of Daviess Co., Ky. 2. Lithographic stones, ("Blue-gray" and "Yellow,") from Munich.

Solomon C. Perry—Copper and Silver from Lake Superior.

P. H. Willard, Chicago—Sample of glass made by the Northwestern Glass Co., Chicago, together with a specimen of the sand employed.

J. W. McGrath—Crude Petroleum from "United States Well," Pithole City, Penn.

E. B. Grover—Specimens of Red Paint from Trowbridge, Allegan County, Mich.

J. A. Rollins, (Alumnus)—1. Two specimens of opalized wood from South Park of Rocky Mountains. 2. Specimens of gold-bearing quartz and iron pyrites, from "Buckskin Joe," near Pike's Peak, Rocky Mountains.

N. H. Hemiup, St. Anthony's Falls, Minn.—Large *Orthoceras*, an *Asaphus* and other fossils from the Lower Silurian of St. Anthony's Falls.

Mich. Concrete Stone Co., Detroit—1. Samples of moulded stone manufactured by the Company. 2. Samples of variegated stone, do.

J. Montgomery, (Alumnus,)—1. Mica from the Granville district, C. E. 2. Aragonite from the Salina group, Galt, C. W.

A. C. Dickinson—Specimen of fossil coral (*Cyathophyllum panicum* Win.) from the Hamilton group of Thunder Bay.

Rev. H. Herzer, Delaware, O., (by exchange,)—3 Fish spines; 14 Fish bones; 5 entries of Fish teeth and a jaw; 4 Corals; 11 entries of fossil Molluses—all from the corniferous limestone of Ohio; 3 entries of fossil Brachiopods, from the Genesee Shale of Ohio.

T. Entrekin—Specimens of Coal Conglomerate from southeastern Ohio.

II. Zoology.

The following donations have been received in the Department of Zoölogy:

J. L. Wallace, Huron Station, Wayne Co.—Two White Pelicans, (*Pelecanus erythrocephalus*) from a flock of ten seen near the mouth of the Huron river. Mounted.

Loomis & Tibbals, Ann Arbor—Sand-Hill Crane (*Grus Canadensis*) from Illinois. Mounted.

Hon. E. C. Walker, (Regent,) Detroit—One Coot, (*Fulica Americana*) from near Detroit. Mounted.

Prof. E. Olney — Long-tailed Ichneumon Fly, (*Pimpla lunator*) from Ohio.

E. P. Herrington, Ypsilanti—Snout of Saw-fish, (*Pristis antiquorum*) caught in 1863, on the banks of Newfoundland. Presented through Philip Winegar, Esq.

W. D. Hitchcock, (Alumnus) Alpena—Two skins of Flying Squirrels, (*Peteromys volucella*).

Unknown—Spotted Sandpiper, (*Tringa macularius*).

Geo. B. Smith, Detroit — Ring-necked Snake, (*Diadophis punctatus*) Alabaster, Iosco county.

Prof. A. Sager—Snowy Owl, (*Nyctea nivea*), Grand Rapids.

Mr. McKenney, Detroit—A Living Bald Eagle, (*Haliaeetus leucocephalus*).

James M. Justice, LL. B., (Alumnus,)—Skin of Red Fox, (*Vulpes fulvus*, var. *fulvus*) Logansport, Ind.

Joel Moody, (Alumnus,) — Mole Cricket, (*Gryllotalpa*, new species,) Mound City, Kansas.

Ezra Whitmore, Ann Arbor — Green Snake, (*Chlorosoma vernalis*).

E. P. Austin, Nautical Almanac Office—One hundred and forty-six labeled species of Coleopterous Insects.

Sibley G. Taylor, Ann Arbor—Horned Owl, (*Bubo Virginianus*).

Miss Celia Taylor, Ann Arbor—A flattened *Gordiacean*—species unknown, and probably new.

A. Winchell—1. Currant leaves with ova of "Currant Worm," (*Nematus ribis* Win.). About 100 larvæ of the same before and after moulting. Also 50 pinned specimens of the adult fly—males and females. 2. Fifty specimens of *Lumbriculus*, (new species) Ann Arbor. In alcohol.

T. Entrikin, (Student,)—Box of *Unionidæ* from Scioto River, Ohio, consisting of 30 species and 160 specimens.

Dr. C. Rominger, Ann Arbor—A finely prepared skeleton of a young Alligator, 4 feet in length.

Alvin Wilsey, Ann Arbor—Red Fox, (*Vulpes fulvus* var. *fulvus*,) mounted, in the act of devouring a fowl.

Philip Winegar, Sheriff—Yellow-legs, (*Gambetta flavipes*.)

George W. Field, Mt. Pleasant, Iowa—Short-tailed Prairie Dog, (*Cynomys Gunnisoni*). A new and desirable specimen.

The following further collections were made by the expedition to Lake Superior:

Boardman and Howell—Stuffed skins of the following species: Great Horned Owl, 2 Chipmunks, (*Tamias striatus*), Woodchuck, (*Arctomys monax*).

W. S. McHarg—Skin of Garter Snake, (*Eutania sirtalis*).

H. R. Durkee—111 specimens of pinned insects, mostly from Grand I.

A. Winchell—356 specimens of pinned insects, mostly from Grand I., and 439 Coleoptera in alcohol, collected at Marquette.

M. Jackson—34 specimens of pinned insects.

A. E. Dolbear—30 specimens of pinned insects.

The following specimens have been purchased:

Hunter "Sam," — One Blue Heron, (*Ardea Herodias*). Mounted.

Hon. E. C. Walker—Skin of Black Bear, (*Ursus Americanus*), weighing 400 lbs.; from Shiawassee Co. Mounted.

J. T. Coleman, Taxidermist—Canada Lynx, (*Lynx Canadensis*), 2 Northern Hares, (*Lepus Americanus*), Gray Squirrel, (*Sciurus Carolinensis*), Fox Squirrel, (*S. Ludovicianus*), White-footed Deer Mouse, (*Hesperomys leucopus*), Goosander, (*Mergus Americanus*), 2 Hooded Mergansers, (*Lophodytes cucullatus*)—male and female; Red-necked Grebe, (*Podiceps griseigena*); Night Heron, (*Nyctiardea Gardeni*); Ring-necked Duck, (*Fulix Collaris*); Sora Rail, (*Porzana Carolina*); Clapper Rail, (*Rallus crepitans*); Killdeer, with two young, (*Ægialtis vociferus*); 3 young of *Tringoidis macularius*; Ptarmigan, (*Lagopus Americanus*); 2 Bitterns, (*Botaurus lediginosus*); 2 Owls. These specimens are all new to the collection, either in species, variety or plumage.

Mr. Coleman has also added the following fresh skins while engaged as Taxidermist: 1 Skunk, (*Mephitis mephitis*); Flying Squirrel, (*Pteromys volucella*); Horned Owl, (*Bubo Virginianus*), mounted with rat in its talons; Blue Jay, (*Cyanura cristata*); 1 Mud Hen, (*Fulica Americana*). All mounted.

III. Botany.

The following additions have been made:

Solomon C. Perry—Bark of tree known in Texas as Winter-wood.

Prof. A. Sager—Segment of *Clematis* showing peculiar structure of the wood.

A. A. Robinson—Specimens of a rare fern, (*Allsorus acrostichoides*), from Isle Royale.

E. P. Austin—Twenty packages of seeds of wild plants—20 species.

The expedition to Lake Superior afforded about 50 species of plants from that region, collected by Dr. J. S. Scovell.

Summary of Additions.

Geological, (estimated).....	800 entries, 2,000 specimens.		
Zoölogical.....	310	"	1,281 "
Botanical.....	76	"	125 "
Total.....	1,186		3,406
Grand totals last year.....	20,405		66,897
Grand totals this year.....	21,591		70,303

Work Performed.

Mr. J. T. Coleman has been employed in the Museum about four and a half months. Working under my direction he has mounted all the fresh skins which have been received, so far as they were in a condition suitable for mounting. He has renovated 197 old bird skins, of which 22 were selected from duplicates not heretofore on exhibition. New stands have been supplied to many of these. He has mounted on pedestals 144 old skins, of which 86 were from the old duplicates, and about 50 from the Trowbridge Collection. Few if any more of the skins of the Trowbridge Collection are sufficiently perfect for mounting. In truth, many of those already mounted make but a sorry appearance. It has been thought, however, that rare and interesting skins accomplish better the objects of a scientific museum in a mounted condition, even if defective. Of the newly mounted skins, I have formed an educational cabinet for the use of students, which is to occupy a case by itself. It contains already, over 100 birds, illustrating the principal families and genera. With the use of this cabinet, students will no longer be under the necessity of opening the cases of the general collection.

Mr. Coleman has also renovated 27 nests of birds and 231 eggs, of which 142 have not heretofore been on exhibition. Unfortunately, however, a large share of the latter must for the present remain unidentified.

The Black Bear obtained through the assistance of Regent Walker, was partly mounted by Dr. Breakey, of Ann Arbor;

but, having to stand for several months, in consequence of the fatty condition of the skin, the mounting was recently completed by Mr. Coleman, who has represented the animal as resting with its fore feet upon the stump of an old tree, some of the remaining branches of which support a Canada Lynx, (new to the collection), and a couple of squirrels.

Of the old duplicate bird skins, 40 were selected and renovated, and exchanged with Mr. William Couper, of Quebec, for artificial eyes, valued at about 40 dollars in gold. Some duplicate skins and mounted specimens were also sold to Solomon C. Perry for \$16.

All the insects preserved in alcohol by the Lake Superior expedition, have been pinned and arranged. The entire collection of insects has been twice thoroughly cleared of depredators, and has recently been baked at a temperature of 212 degrees to destroy the germs of moths and *Dermestidae*.

All the cases containing skins have also been repeatedly examined and preservatives applied—a care which can never be remitted while we occupy the loose-jointed cases created by the costly economy which decided in 1859 to reject the style of fastening recommended by the Smithsonian Institution.

The Sager Herbarium has been catalogued by A. B. Lyon, A. B., (Williams Coll.). Rev. L. Holzer, of Detroit, has furnished a supplementary list of 54 species of plants found within the State, but not heretofore included in any catalogue of the plants of the State.

One new double case for geological specimens has been constructed and filled. The wall cases at the south end of the hall are now in process of construction, and will be filled as soon as completed. A case of drawers for duplicate geological specimens, has been obtained and partly occupied. A cabinet of 96 drawers has also been constructed for insects. I have also obtained a set of sample bottles for the exhibition of samples of crude petroleum and its products.

The opening, unpacking and arranging of the products of

the Lake Superior expedition, is an extensive work, and, of course, but partially completed.

Desirous of taking note of any recent improvements adopted in the methods of arranging and exhibiting specimens in the public museums in the east, I devoted some weeks, at private expense, to an examination of the museums at New Haven, Cambridge, Boston and Salem. I have nowhere found geological specimens exhibited by any method thought to be as satisfactory as the one which I have employed. Some improvement may be made in the exhibition of the mounted birds—though the present method was adopted from the Smithsonian Institution, to which we have been indebted for numerous suggestions.

I should not discharge my whole duty in failing to impress upon the Board of Regents, through you, the great necessity for appropriations as liberal as can be spared for carrying on the operations of our really large Museum. The expansion of this department, in common with others of the University, has been such as to urgently demand the constant employment of some reliable assistance. The completion of the geological and conchological cases remains as pressing a desideratum as ever. I feel constrained to repeat a recommendation first made eight years ago, to construct small conchological cases around the railing of the zoological gallery. Such cases are introduced into the new museum buildings at Cambridge and Boston; and I am as fully persuaded as ever that the idea is a good one.

II. DEPARTMENT OF ETHNOLOGY AND RELICS.

The following additions have been made in this department:

William Young, 4th Mich. Cav.—Piece of root from the apple tree under which Gen. R. E. Lee surrendered to General U. S. Grant.

Solomon C. Perry—Meerschmum, taken from the pocket of a rebel soldier on the battle field of Bull Run.

Mrs. A. J. Sutherland, Ann Arbor—An Arab Sandal and a Revolutionary Canteen.

Lake Superior Expedition—1. Sundry stone mauls, weighing from 5 to 15 pounds, collected in and about the ancient mines at Rockland, Ontonagon County. These, like all others heretofore found, are of diorite rock. 2. An elongated stone implement, of hornblende rock. 3. Bark of a pine tree which grew on the attle from an ancient mine, the stump of which contained 322 rings of annual growth, showing that the mine had been abandoned more than 322 years since—or before the year 1545.

Smithsonian Institution—Relics of the Pacific Islanders and Indians of the Northwest Coast, collected by the United States Exploring Expedition, as follows:

War Club, (Exploring Expedition, 3068)	Figi Islands.
War Club, (" " 3223)	" "
War Club, (" " 3370)	" "
War Club, (" " 4990)	Samoa Islands.
Bow and 9 Arrows, (Exp. Exped., 3868)	Bougainville Island.
Bow and 12 Arrows, (" " 2783)	N. W. Coast, Amer.
Fish Hook, (" " 1051)	" " "
Line and Hook, (" " 4503)	Navigators' Islands.
Female Girdle, (" " 4534)	Figi Islands.
3 Varieties of Native Cloth, " 4402)	" "
Native Cloth, (Exp. " 2962)	Samoa Islands.
Basket, or Wallet, (" " 4420)	Figi Islands.

We have heretofore been frequently placed under great obligations to the Smithsonian Institution, not only for suggestions connected with the management of the Museum and for a complete series of the publications of the Institution, but for a large number of rare and valuable specimens of Natural History; and perhaps most of all, for the liberal spirit of coöperation which has always actuated its distinguished Secretary and Assistant Secretary.

All the specimens in this department liable to attack from insects have been thoroughly examined, and preservatives have been carefully applied.

ALEXANDER WINCHELL,

Prof. Geol., Zool. and Bot.

UNIVERSITY OF MICHIGAN, }
September 21, 1867. }

REPORT OF VISITORS.

HON. ORAMEL HOSFORD, *Supt. Pub. Instruction, Michigan:*

SIR—In making our Report, as a Board of Visitors to the University, we have to regret that we were unable to visit the University during term-time, or at the annual examinations, and that we are thus quite unqualified to speak critically in respect to the standard of scholarship maintained in the Institution. It has given us great pleasure to be present at the exercises of one commencement in the Departments of Law and Medicine, and also of one in the Literary Department, and we gladly bear testimony to the very high order of these exercises.

During our last visit our attention was particularly called to the great desire on the part of the Regents to make the aid voted by the State, at the last session of the Legislature, available to the University without doing it an actual injury.

We were led to some inquiries as to the necessity of State aid, and as to whether the University might not, from means now at her command, be placed upon a financial foundation that would render her entirely independent of, at least, *conditioned aid* from the State.

All friends of the University congratulated themselves upon the large number of students in attendance upon all its various departments; and they are perhaps a little apt to conclude that the number of students drawn to its halls is a fair criterion by which to judge of the intrinsic merits of the University, and the standard of scholarship therein maintained.

In reality, other and far different factors enter into this problem. It has seemed to us that it would be for the permanent welfare and stability of the University, if some of these

factors were eliminated; and to point them out will certainly enable the friends of the Institution to take a calmer and perhaps a juster estimate of the relative standing of the University.

From the last general Catalogue, 1866-7, it appears there were in attendance at the Medical Department, 524 students. And we learn by a Report of the Medical Faculty to the Regents that the income from these students was \$9,445.

Of these 524 students, 406 were foreign or from other States than Michigan. If one-half this number were first-class students, and the other half second-class students, then, according to the charges now required, (as per last Catalogue) the income from them should have been in round numbers, \$9,000. But if these 406 students had been required to pay each a fee of \$50, a sum equal to only the lowest fee required in any other respectable Medical College, they would have paid into the treasury of the University, the sum of \$20,300, or a balance in excess of their present fees of more than \$11,000.

Of the 393 Law students reported in the catalogue, 281 were foreign and 112 State men. Reckoning one-half the foreign students as first-course and the other half as second-course men, the income with present fees must have been about \$6,300. But had they been charged a sum that would be considered no more than a reasonable fee in any Law School of repute—say \$50 per capita—they would then have paid into the treasury the sum of \$14,000, or a balance in excess of the University's present income from that source, of \$7,700.

Again, there were in the four classes of the Literary Department, 250 students, of whom 141 were foreign. Of these, 46 Freshmen are supposed to have paid \$35 *per capita*, and all, or nearly all the remaining 95, only \$10 *per capita*, giving from this source a present income to the University, of \$2,560.

A fee of \$50 for each one of these students, to cover all tuition and incidentals, would certainly be no higher than they would be charged in other Institutions of equal standing with the University; and yet it would have yielded from this source a

revenue of \$7,050, or a balance in excess of the present income from these men, of \$4,490.

Thus, upon the basis of the present number of foreign students, it appears that by charging them only very reasonable fees, the income of the University might be increased by the sum of more than \$23,000 per annum.

If the present intrinsic merits of the Institution alone, draw all these men to its halls, it can hardly be supposed that the laying upon them fees, very reasonable when compared with the fees of other colleges and Universities, would drive them all away. Indeed this large additional income could then be annually expended so as greatly to increase the present merits and advantages of the University, so that it might reasonably be hoped that even greater numbers would be attracted by them.

Besides, is not such a course a matter of simple justice to our own Michigan young men?

It is with pride that we look upon our noble University as the crowning glory of our system of free schools, and we would have the excellence of this glory enhanced by every lawful means.

But we do not understand why Michigan, while furnishing so admirable educational privileges to her own sons, should be called on to bestow them "without money and without price" upon the whole world beside.

We will not undertake to exhaust the arguments for this plan, but only to say enough to direct your own thoughts, and, through you, the thoughts of the Regents and all friends of the University to a financial plan which appears to us greatly to be chosen, to the endangering of the best interests of the University by making it a dependent suppliant to a capricious Legislature.

All of which is respectfully submitted.

W. B. WILLIAMS,
J. G. W. COWLES,
H. O. HITCHCOCK.

ANNUAL REPORT OF THE STATE BOARD OF EDUCATION.

From the Report of the Principal, it will be seen that the Normal School is enjoying unusual prosperity.

Several changes have occurred in the Board of Instruction during the past year. Prof. E. L. Ripley, who had charge of the Department of Mathematics, having received a call to the Principalship of the Normal School of Missouri, resigned his position early in September. Mrs. E. L. Ripley, Preceptress, resigned at the same time, to take a like position in the same School. Prof. C. F. R. Bellows takes Prof. Ripley's place, and Miss Ruth Hoppin has been appointed Preceptress in place of Mrs. E. L. Ripley.

The chair of Ancient Languages, so long and so well filled by Prof. J. F. Carey, has been supplied most of the time since his resignation, Dec. 11th, 1866, by assistance employed temporarily. The Board confidently expected that he would return and resume the duties of that department at the commencement of the present year, he having given assurance that he would return, but circumstances beyond his control prevented it.

The Board are now corresponding with one of the most experienced and able educators of the State, and are encouraged to hope that his services can be secured in that Department.

Temporary assistance is also employed in the Department of Natural Science, with the expectation of being able, soon, to find some man of experience to fill this chair.

Notwithstanding these many changes, which so frequently result in temporary derangement, and diminution of interest, in institutions of learning, there is a larger number of students

now in attendance at the Normal School than there has been for several years. There is every reason to believe that the Normal School will still continue to command the respect of those who are interested in the advancement of the educational interests of the State, as it has done in years past.

SCHOOL LIBRARIES.

It is made the duty of the Board of Education to revise and amend, from time to time, the list of books prepared by them, suitable for District and Township Libraries, and also to advertise for proposals for furnishing the same, and to contract with the lowest responsible bidder, to furnish them at the stipulated price to the Districts and Townships ordering them.

At the last meeting of the Board, convened for that purpose, it was found that the book-sellers, with whom previous contracts had been made, had received so few orders for books, that the contract had been of no advantage, but rather a detriment to them, and they were unwilling to make any further bids. Besides the limited number of books called for under the contract, the fluctuation in the cost of books, made the book-dealers extremely cautious. The result was, that the few bids sent in were so high, the Board deemed it unwise to accept any of them, as the Districts and Townships would not be benefited by the contract if made. There still remains so little interest in these libraries, and the demand for books for them is so small, it would be folly for the State to go to the expense of printing and circulating this list of books—at least, this was the opinion of the Board. They therefore took no action on the subject, and no list will be prepared.

WITTER J. BAXTER, *President*.

DANIEL E. BROWN,

EDWIN WILLITS,

O. HOSFORD, *Sec'y, (Ex-officio)*.

STATE NORMAL SCHOOL.

REPORT OF PRINCIPAL.

Winter Term of 1866-7.

No. of Pupils in Classes A and B,.....	70
" " Class C,.....	50
" " " D,.....	48
" " " E,.....	24
	— 192

Summer Term of 1867.

No. of Pupils in Classes A and B,.....	50
" " Class C,.....	48
" " " D,.....	26
" " " E,.....	18
	— 142

Fall Term of 1867.

No. of Pupils in Classes A and B,.....	86
" " Class C,.....	82
" " " D,.....	52
" " " E,.....	20
	— 240

CLASS GRADUATING MARCH 7TH, 1867.

H. C. Burroughs,.....	Belleville.
Sopha J. Coleman,.....	Vassar.
Lucy A. Chittenden,.....	Hillsdale.
Nina A. Fox,.....	Lansing.
Ella E. Follette,.....	Chicago, Ill.
W. C. Hill,.....	Eden.

Mary G. Hayes,	Ypsilanti.
Geo. W. Hopkins,	White Lake.
Ida A. Munson,	Ypsilanti.
J. S. Maltman,	Ontonagon.
Anna E. Olcott,	Stony Creek.
L. A. Park,	Lafayette, N. Y.
J. G. Plowman,	Lyons.
Leonora V. Post,	Ypsilanti,
Eunice Roberts,	Richmond, Ind.
G. J. Stedman,	Allegan.
Hannah W. Tupper,	Ypsilanti.

The outcome of the Normal School is not to be measured by the number of its final graduates only. Besides the yearly class of graduates, there is also a half-yearly class which receive the *Normal Training* certificate, showing that they have passed and are prepared to teach the following branches: Reading; Writing; Spelling; Drawing; Geography, Local and Statistical; Arithmetic, Elementary and Advanced; English Grammar, both Synthetic and Analytic; Physical Geography, and Vocal Music; together with a careful course of professional training.

At the close of the Winter Term of 1866-7, the number receiving such certificate was	47
At close of Summer Term	36

These pupils are, most of them, engaged at once in teaching in the District or Primary School, and after a while return, many of them, to complete the full Normal course. Beside those who hold the Diploma of the School and its Training certificate, quite a number come for temporary instruction, and teach without our full training, and of course upon their own responsibility.

The present state of instruction in our public schools demands—

1st. Teachers for the Primary, Intermediate and Grammar Grades.

2d. Teachers in the higher English studies, such as Algebra, Geometry and Trigonometry, Natural Philosophy, Chemistry, Botany, Geology, History, Rhetoric and English Literature, Book-Keeping, Physiology, Mental and Moral Science, with a knowledge of the philosophy of education.

3d. Teachers of Modern Language.

4th. Teachers of Latin and Greek.

It is now our thought to submit for your consideration and that of the Board of Education, such a modification of our present system as will meet more fully the demand upon us, of which the following is the outline, viz:

1st. That all pupils must (as now) *first* pass the studies now requisite for the Training certificate.

2d. All pupils who, having the "*Training Certificate*," shall pursue in addition thereto, the studies of the higher English course, shall receive a "*Certificate of Graduation*," with the privilege which the law at present gives to graduates of the Normal School, of teaching without the legal necessity of further examination.

3d. There shall be given to ladies who, in addition to certificates of the 1st and 2nd grade, shall have attained the knowledge requisite to teach German and French, a *Preceptress' Diploma*.

4th. There shall be given to gentlemen who, in addition to the studies of the 1st and 2nd grade, shall have attained such knowledge of Latin and Greek as is requisite to prepare pupils for College or the University, a *Principal's Diploma*.

And, lastly, that ladies desiring to study Latin or Greek, or gentlemen desiring to study German or French, may do so subsequent to their graduation.

EXPERIMENTAL DEPARTMENT.**STATISTICS.***No. of Students from the Normal Department acting as Teachers :*

Winter Term of 1866-7,.....	26
Summer Term of 1867,.....	19
Fall Term of 1867,.....	24
	— 69

No. of Pupils.

	Winter, 1866-7.	Summer, 1867.	Fall, 1867.
1st Primary,.....	4	2	7
2d Primary,.....	9	6	2
3d Primary,.....	4	12	7
1st Intermediate,.....	12	16	9
2d Intermediate,.....	6	7	21
3d Intermediate,.....	16	16	30
1st Grammar,.....	9	10	15
2d Grammar,.....	9	10	15
3d Grammar,.....	3	5	2
High School,.....			
Total,.....	72	84	106

COURSE OF STUDY IN EXPERIMENTAL DEPARTMENT.*Primary Department—First Grade.*

Facts in Natural Sciences by oral lessons.

Primary Colors.

Botany—Trees, Shrubs, Bushes, Vines, Flowers, Grains, Vegetables, Fruits, Nuts, Seeds, &c.

Physiology—Parts of the Human Body.

Natural Philosophy—Air, Water, Rain, Snow, Hall, Vapor, Steam, Dew, Frost, Fog, Clouds, Sun, Moon, Stars.

Mathematics—Counting by Objects, Time Table, Currency, Drawing Straight Lines.

Language—Words by Word Method, and Familiar Talks, Things before Names, Stories, Gymnastics and Singing.

Second Grade—Primary.

Botany Continued—Simple Leaf and Flower Forms, Trees and Wood.

Zoology—Animals, Mammals; 1, Two Handed; 2, Four Handed; 3,

Flesh Eating; 4, Cud Chewing; 5, Thick Skinned; 6, Gnawers; Color, Form, Size, Habits, Food, Use and Speed of Domestic Animals.

Natural Philosophy—Color, Scale of Tints and Shades of Primary, Simple Properties of Matter.

Mathematics—Counting by Objects Continued, Addition and Subtraction to 5's; Long and Liquid Measures by Objects; Drawing Angles and Plane Figures.

Language—Webb's Primary Reader, Printing Words, Sounds of Vowels, Combinations with Consonants, Moral Stories, Concert Verses and Maxims.

Singing and Gymnastics.

Third Grade—Primary.

Botany Continued—Leaf and Flower Forms, Compound Leaves, Parts of the Flower, Root Forms, Fruits.

Zoology—Birds; 1, Flesh Eaters; 2, Perchers; 3, Climbers; 4, Scratchers; 5, Waders; 6, Swimmers.

Natural Philosophy—Simple Experiments, Secondary Colors with Tints and Shades.

Mathematics—Counting, Writing and Reading Numbers to 1,000, Addition and Subtraction Extended, Multiplication and Division by Objects to 5's, Tables of the Weights and Measures by Objects, Drawing Angles and Simple Figures.

Language—Webb's Reader Finished, Printing Continued, Spelling by Sound, Concert Verses, Stories, Singing, &c.

Intermediate—First Grade.

Operations in Simple Rules; Simple Fractions; Multiplication and other Tables; Writing Numbers extended; Roman Notation.

History and Elementary Geography by Oral Lessons and Stories.

Second Reader, fifty pages; Printing and Sound Spelling continued; Singing, &c.

Second Grade.

Rudiments of Arithmetic to Division of Fractions; Natural Philosophy, by objects and experiments, or Oral Lessons on Botany; Second Reader finished; Spelling and Writing.

Third Grade.

Rudiments completed; Primary Geography (Guyot'); Third Reader, 150 pages; Spelling by writing; Singing, Writing, &c.

Grammar.—First Grade.

Oral Lessons in Grammar; Practical Arithmetic begun; Third Reader completed; Spelling, Composition, Declamation, Penmanship, or Drawing; Vocal Music.

Second Grade.

Sill's Synthesis; Arithmetic, to Percentage; Fourth Reader; Spelling, Composition, Penmanship, or Drawing; Vocal Music.

Third Grade.

Sill's Synthesis completed; Arithmetic finished; Fifth Reader, with Spelling; Composition and Declamation; Penmanship or Book-Keeping; Vocal Music or Geography.

High School.—First Grade.

Analysis; Algebra; Botany or Physical Geography; Latin or German.

Second Grade.

Algebra; United States History; Physiology; Latin or German.

Third Grade.

Geometry; Rhetoric; Chemistry; Latin or German.

D. P. MAYHEW,

Principal.

TREASURER'S REPORT.

DEBIT.

1886.	No. of Order.	To whom Drawn.	Object.	Amount.
March 8	56	C. R. Pattison,.....	Printing,.....	\$56 00
" 8	57	P. Ferrier,.....	W. Caps, &c.,.....	15 68
" 8	58	Smith Brothers,.....	Sundries,.....	45 41
" 8	59	H. Van Tuij,.....	Drugs,.....	1 43
" 8	60	Smith Brothers,.....	Sundries,.....	11 68
" 8	61	E. L. Ripley,.....	".....	5 00
" 8	62	Edwards & Cooper,.....	".....	27 57
" 8	63	Prof. Bengal,.....	Salary,.....	275 00
" 8	64	Miss Rice,.....	".....	123 75
" 8	65	Miss Pomeroy,.....	".....	110 00
" 8	66	Prof. Pease,.....	".....	137 50
" 8	67	Prof. Mayhew,.....	".....	371 00
" 8	68	Prof. Ripley,.....	".....	371 00
" 8	69	Prof. Carey,.....	".....	371 00
" 8	70	Prof. Goodison,.....	".....	261 00
" 8	71	Mrs. Ripley,.....	".....	219 75
" 8	72	Hon. E. Willits,.....	Expenses,.....	39 90
" 8	73	Hon. D. E. Brown,.....	".....	30 40
" 8	74	Hon. O. Hosford,.....	".....	22 50
June 22	75	Prof. D. P. Mayhew,....	Salary,.....	355 00
" 22	76	Prof. Ripley,.....	".....	355 00
" 22	77	Prof. Carey,.....	".....	355 00
" 22	78	Prof. Goodison,.....	".....	245 00
" 22	79	Prof. Bengal,.....	".....	275 00
" 22	80	Miss Rice,.....	".....	123 75
" 22	81	No Voucher.....	.....	.....
" 22	82	Miss Pomeroy,.....	Salary,.....	110 00
" 22	83	Prof. Pease,.....	".....	137 50
Sept. 22	84	Prof. Ripley,.....	".....	355 00
" 22	85	Prof. Mayhew,.....	".....	355 00
" 22	86	Prof. Carey,.....	".....	355 90
" 22	87	Prof. Goodison,.....	".....	245 00
" 22	88	Prof. Bengal,.....	".....	275 00
" 22	89	Miss Rice,.....	".....	123 75
June 22	90	Mrs. Ripley,.....	".....	203 75
Sept. 22	91	Mrs. Ripley,.....	".....	203 75
" 22	92	Miss Pomeroy,.....	".....	110 00
" 22	93	Prof. Pease,.....	".....	137 50
June 27	94	Miss Chittenden,.....	Services,.....	4 00
" 27	95	Prof. Goodison,.....	Stationery,.....	1 60
" 27	96	Bickford & Camp,.....	Sundries,.....	67 35

Treasurer's Report—Continued.

1866.	No. of Order.	To whom Drawn.	Object.	Amount.
June 27	97	I. A. Dwight,.....	Clock,	\$ 3 75
" 27	98	S. H. Dodge,.....	"	17 20
" 27	99	Smith Brothers,.....	Bill,	21 76
" 27	100	O. Hosford,.....	Expenses,.....	30 00
" 27	101	Hon. D. E. Brown,.....	"	26 85
" 27	102	Hon. O. Hosford,.....	"	15 30
" 27	103	Hon. E. Willits,.....	"	19 30
" 27	104	Edwards & Cooper,.....	Museum Contract,...	500 00
" 27	105	Rev. H. Bates,.....	Expenses,.....	20 90
July 6	106	Edwards & Cooper,.....	Museum Contract,...	262 77
Dec. 11	107	Hon. D. E. Brown,.....	Expenses,.....	18 00
" 11	108	Hon. E. Willits,.....	"	14 50
" 11	109	Hon. O. Hosford,.....	"	15 50
" 11	110	Prof. Mayhew,.....	Salary,.....	450 00
" 11	111	Prof. Ripley,.....	"	330 00
" 11	112	Prof. Carey,.....	"	330 00
" 11	113	Prof. Goodison,.....	"	250 00
" 11	114	Prof. Bengal,.....	"	275 00
" 11	115	Miss Rice,.....	"	125 00
" 11	116	Mrs. Ripley,.....	"	178 75
" 11	117	Miss Pomeroy,.....	"	112 50
" 11	118	Prof. Pease,.....	"	137 50
Jan. 7 '67	119	Mrs. Ripley,.....	"	25 00
March 6	120	Hon. E. Willits,.....	"	10 80
" 6	121	Hon. D. E. Brown,.....	Expenses,.....	36 82
" 6	122	Hon. O. Hosford,.....	"	26 57
" 6	123	Prof. Mayhew,.....	Salary,.....	450 00
" 6	124	Prof. Ripley,.....	"	330 00
" 6	125	Prof. Goodison,.....	"	305 00
" 6	126	Prof. Bengal,.....	"	275 00
" 6	127	Miss Rice,.....	"	125 00
" 6	128	Mrs. Ripley,.....	"	203 75
" 6	129	Miss Pomeroy,.....	"	112 50
" 6	130	Prof. Pease,.....	"	137 50
" 6	131	Mr. Andrew Stanway,.....	Repairs, Desks,.....	22 30
" 6	132	Edwards & Cooper,.....	Interest on acc't,....	12 30
" 6	133	Prof. Ripley,.....	Paper,.....	2 25
" 6	134	Smith Brothers,.....	Store acc't,.....	93 30
" 6	135	Bickford & Camp,.....	"	64 27
" 6	136	Smith Brothers,.....	"	10 69
" 6	137	Rev. J. A. Wilson,.....	Salary,.....	275 00
" 6	138	Prof. J. Goodison,.....	Postage,.....	4 44
June 19	139	Prof. Ripley,.....	Salary,.....	330 00
" 19	140	Mrs. Ripley,.....	"	203 75
July 2	141	Hon. D. E. Brown,.....	Expenses,.....	18 40
" 2	142	Hon. E. Willits,.....	"	13 30
" 3	143	Hon. O. Hosford,.....	"	22 10
" 3	144	Prof. Mayhew,.....	Salary,.....	500 00
" 3	145	Prof. Goodison,.....	"	375 00
" 3	146	Prof. Bengal,.....	"	375 00
" 3	147	Prof. Ripley,.....	"	45 00
" 3	148	Prof. Pease,.....	"	137 50

Treasurer's Report—Continued.

1887.	No. of Order.	To whom Drawn.	Object.	Amount.
July	3	149 Rev. J. A. Wilson,.....	Salary,.....	\$275 00
"	3	150 Mrs. Ripley,.....	"	46 25
"	3	151 Miss Rice,.....	"	175 00
"	3	152 Miss Pomeroy,.....	"	150 00
"	3	153 No Voucher,.....	" .....	.....
"	3	154 Smith Brothers,.....	Store account,.....	25 32
"	3	155 Bickford & Camp,.....	"	13 56
"	3	156 J. H. Parsons,.....	Teaching Penmanship	15 00
"	3	157 J. Goodison,.....	Postage,.....	1 50
"	3	158 Prof. Maybaw,.....	Salary,.....	500 00
Sept. 22	159	Prof. Ripley,.....	"	375 00
" 22	160	Prof. Bengal,.....	"	375 00
" 22	161	Prof. Goodison,.....	"	375 00
" 22	162	Prof. Pease,.....	"	187 50
" 22	163	Rev. J. A. Wilson,.....	"	275 00
" 22	164	Mrs. Ripley,.....	"	250 00
" 22	165	Miss Rice,.....	"	175 00
" 22	166	Miss Pomeroy,.....	"	150 00
.....	.....	.....	Bal. to new account, ..	1,927 71
				<u>\$19,877 48</u>

CREDIT.

March 8.	By Balance old account rendered.....	\$315 65
" 8.	" Error in payment of W. A. Reesor,.....	50 00
" 8.	" Students' gas bills,.....	11 50
" 8.	" One Diploma,.....	3 00
" 9.	" Twenty-three Diplomas, \$3 00,.....	69 00
" 14.	" One Diploma,.....	3 00
" 16.	" Warrant on Auditor General,.....	3,000 00
June 28.	" " "	4,000 00
Aug. 1.	" Sale of ashes,	2 83
Dec. 12.	" Warrant on Auditor General,.....	2,500 00
1866.		
March 6.	By Warrant on Auditor General,.....	\$2,500 00
" 7.	" Thirteen Diplomas,.....	39 00
July 3.	" Warrant on Auditor General,.....	4,500 00
" 2.	" Tuition from March 8, 1866, to July 3, 1867,....	2,883 50
		<u>\$19,877 48</u>

R. W. HEMPHILL,

Treasurer.

STATE AGRICULTURAL COLLEGE.

REPORT OF THE PRESIDENT.

STATE AGRICULTURAL COLLEGE, }
December 1, 1867. }

HON. O. HOSFORD, *Supt. of Public Instruction*:

DEAR SIR—The report from this College, published by you last year, was so full an exhibition of the condition of the Institution, as to leave little to be added now. The term has been a pleasant one. All the rooms were taken by students by noon of the second day of the term, and the College was crowded throughout the year. There were five in the Senior class, all of whom were graduated. There were ten Juniors, eighteen Sophomores, thirty-three Freshmen, twenty-four in the Preparatory class, and seven in the Select course. There will be no Preparatory class in 1868.

A green-house, seventy feet in length, has been added to the buildings the present year. It is already partially stocked with plants, and will furnish very enlarged means of illustration in the study of the vegetable kingdom. A beginning, also, has been made towards putting the valuable Cooley Herbarium into the most serviceable shape. A museum of vegetable products has been started. Several exhibitions of fruit and garden vegetables have been made in the Botanical class room, to the high gratification and profit of all who choose to visit them.

More has been done to improve the grounds about the buildings, and the fields composing the farm, than in any one previous year. The fences between the Professors' houses have

been removed, and the highway thrown back. Valuable additions have been made to the stock, implements, &c.

Meteorological records have been kept in the full manner of previous years, by the Professor of Chemistry, and will appear, as heretofore, in the report of the State Board of Agriculture.

The Programme for 1868, is as follows:

Examinations for admission to the Agricultural College will take place at 9 o'clock on the morning of Wednesday, the 26th of February, 1868.

There will be no Preparatory Class.

Candidates for the Freshman Class must pass a thorough examination in Arithmetic, Geography, Reading, Spelling and Penmanship, so far as they are taught in our public schools, and a satisfactory examination in Grammar.

The Classes for 1868 will be as follows:

FIRST HALF YEAR.

At 8 A. M.—Geometry—Freshmen.

At 9 A. M.—Zoology, and Practical Agriculture—Seniors.

Agricultural Chemistry—Juniors.

History—Sophomores and Freshmen.

At 10 A. M.—Civil Engineering—Seniors.

At 10 A. M.—Physics—Juniors.

Botany—Sophomores.

At 11 A. M.—Mental Philosophy—Seniors and Juniors.

Elementary Chemistry—Sophomores.

Algebra—Freshmen.

SECOND HALF YEAR.

At 7 A. M.—Geology—Sophomores and Freshmen.

At 8 A. M.—French—Seniors.

Botany and Horticulture—Sophomores.

At 9 A. M.—Physiology—Juniors.

From 9 to 12.—Analytical Chemistry—Sophomores.

At 10 A. M.—Political Economy—Seniors.

Physics—Juniors.

Agriculture—Freshmen.

At 11 A. M.—Moral Philosophy—Seniors and Juniors.

Trigonometry—Freshmen.

All the classes have stated exercises in Composition and

Declamation. The Seniors declaim original pieces at 5 p. m., on the last Wednesday of every month.

Lectures in the Chapel every other Wednesday, at 5 p. m., commencing March 11, and excepting those Wednesdays on which the Seniors have original declamations.

Landscape Gardening will be taught the Senior Class for six weeks.

Entomology was taught one-half year in 1867, and will be so again in 1869.

Religious services are held in the Chapel every Sunday afternoon, at 3 o'clock.

Labor is required of all students from half after one to half after four every afternoon, except on Saturdays and Sundays.

At the completion of the year, the Seniors will have had an entire year's study of the French language.

Freshmen and Sophomores have been accustomed to unite in a few studies; so also, Juniors and Seniors; so that the full course of study cannot be learned from one year's programme.

The Junior Exhibition will take place August 26; Commencement November 11.

T. C. ABBOT,
President.

KALAMAZOO COLLEGE.

HON. O. HOSFORD, *Supt. of Public Instruction:*

In accordance with the requirements of the laws of the State, the following report of Kalamazoo College, for the year 1867, is respectfully submitted.

The year just closing has been one of varied experience and general prosperity in the affairs of the Institution. Hon. John M. Gregory, who for two or three years had filled, with great acceptance, the Presidential Chair, felt impelled, toward the close of the last Academic year, by considerations of great

weight, to resign that position in order to assume one of high character and importance in a neighboring State. His departure was felt to be a serious loss, not only to the College, but to the interest of education in the State where he had so long labored, and was so widely and so favorably known.

The vacancy occasioned by his resignation is only temporarily occupied, and the Trustees are seeking diligently for some man worthy to fill his seat and to wear his mantle.

Meanwhile the appropriate work of the college is moving on as quietly and efficiently as could be anticipated under the direction of an administration which can adopt no permanent policy, and can enter upon no plans looking beyond the immediate present.

The instruction given in our Recitation and Lecture Rooms, is designed to be as complete and thorough as that of any similar Institution in our commonwealth.

We design to keep even pace, at least, with the educational progress of the times, both in the curriculum of studies and in modes of teaching. We do not propose to cling to the past simply because it is old, nor to adopt every change suggested merely because it offers something new.

Our course of studies has been modified in accordance with this principle in a few points, and is open to further changes when experience and observation shall show them to be desirable. It would be strange if no improvements could be made in the studies and arrangements of our colleges; it would be equally strange if all the proposed modifications and changes were really improvements.

The funds of the College have been considerably increased during the past year, and efforts are now in progress which promise to secure, within a comparatively limited period, a very handsome endowment.

The present funds and property of the College are as follows:

Buildings and grounds,.....	\$35,000 00
Endowment funds now in the treasurer's hands,....	28,700 00
Total income of the last year from tuition and other sources,.....	5,122 39
Subscriptions and notes recently obtained and not yet productive,.....	40,000 00

The present Faculty of instruction is as follows:

Rev. Daniel Putnam, M. A., President *ad interim*, Professor of the Latin Language and Chemistry; instructor *ad interim*, in Mental and Moral Philosophy.

Rev. H. L. Wayland, M. A., Professor of Rhetoric and Logic, and instructor in Greek.

Rev. J. A. Clark, M. A., Professor of the Latin Language and Literature.

Horace Halbert, B. Ph., Burt, Professor of Mathematics and Natural Philosophy.

Francis L. Walker, B. A., instructor in Greek and Mathematics.

Miss Julia A. King, Principal of the Ladies' Department and teacher of Rhetoric and English Literature.

Mrs. Martha L. Osborn, teacher of French and History.

Miss Letitia J. Shaw, teacher of Drawing and Painting.

Prof. J. Maurice Hubbard, Mrs. Sara Hubbard, teachers of Vocal and Instrumental Music.

Miss Caroline H. Daniels, teacher of English Grammar and History.

Daniel Putnam, Librarian.

The following is a summary of the Students in the various Classes of the different Departments, during the period covered by the last catalogue:

COLLEGE CLASSES.

Seniors,.....	6
Juniors,.....	10
Sophomores,.....	14
Freshmen,.....	31

HILLSDALE COLLEGE.

PREPARATORY CLASSES.

Seniors,.....	30	
Juniors,.....	57	
	<hr/>	87
Total Males,.....		<hr/> 148

FEMALE DEPARTMENT.

Seniors,.....	5	
Juniors,.....	4	
Sophomores,.....	9	
Freshmen,	18	
	<hr/>	36

PREPARATORY CLASSES.

Seniors,.....	26	
Juniors,.....	8	
	<hr/>	34
Total Females,.....		<hr/> 70
Whole number,.....		<hr/> 218

Respectfully submitted.

DANIEL PUTNAM,
President, ad. interim.

HILLSDALE COLLEGE.

FACULTY.

Rev. Edmund B. Fairfield, D. D., LL. D., President.

Rev. Ransom Dunn, A. M., Burr Professor of Biblical
Theology.

Rev. Henry E. Whipple, A. M., Professor of Rhetoric and
Belles Letters.

Spencer J. Fowler, A. M., Professor of Mathematics and
Natural Philosophy.

George McMillan, A. M., Professor of the Greek and Latin
Languages.

Hiram Collier, A. M., Professor of Natural Science.
 Cyrus Jordan, A. M., Assistant Professor of the Languages.
 Mrs. Julia M. Jordan, Principal of the Ladies' Department.
 Miss Ellen Smith, A. B., Assistant Principal.
 Eugene Haanel, A. M., Teacher of French and German Languages.

George B. Gardner, Teacher of Painting and Drawing.

Mrs. E. F. Pett, Teacher of Instrumental Music.

Oscar A. Janes, Teacher of Vocal Music.

L. E. Drake, Teacher of Penmanship.

Alexander C. Rideout, Teacher of Book-Keeping.

The number of students for current year is as follows:

Seniors,.....	14
Juniors,.....	16
Sophomores,.....	28
Freshmen,.....	44
Classical preparatory,.....	29
English "	186

LADIES COURSE.

Seniors,	9
Juniors,.....	6
Second year,.....	14
First year,.....	31
Preparatory,	94

EXPENSES.

Tuition in the College Department is \$30.00 a year; in all other departments \$20.00 a year. Scholarships may ordinarily be obtained so as to reduce this to \$9.00.

Room-rent from \$3.00 to \$5.00 a term. The rooms are furnished with stoves, bedsteads, tables and chairs. Each Student furnishes his own bed and bedding, light, wood, &c.

Matriculation, \$3.00.

Incidental expenses from \$1.50 to \$2.00 per term.

Board, from \$2.50 to \$3.00 per week.

Tuition, room-rent and incidentals, payable a term in advance.

Those preferring to find accommodations in private families, can ordinarily do so upon the same terms as in the College building.

Board, monthly in advance.

The *regular expenses* for the Academic year, will ordinarily be from \$120.00 to \$130.00.

Extra charges as follows:

Instrumental Music, with use of Instrument,.....	\$12 50 a term.
Vocal Music,	1 00 a term.
Penmanship,	1 50 for 20 lessons.
Drawing,	6 00 for 20 lessons.
Oil Painting,	12 00 for 20 lessons.

TERMS OF ADMISSION.

Candidates for admission to any department of the Institution, must bring testimonials of good character; and those coming from other Institutions, certificates of honorable dismission.

None will be received under fourteen years of age, except by special permission from the Faculty; and no one will be recognized as a member of the Institution until he shall have signed a pledge to observe faithfully all the laws and regulations of the College, during his connection therewith.

Students may be admitted at any time during the term, if prepared to enter the classes already formed; but it is generally very much to the advantage of the student to be present at the opening of each term. And those in the regular course of study are expected to be present, in all cases, at the first recitation of their respective classes, unless leave of absence has been previously obtained.

COURSE OF STUDY.

The course of study is arranged in three different departments, and Diplomas will be presented to such as complete a course in a satisfactory manner.

The method of instruction in the common and higher English branches, has constant reference to the wants of those who design to teach; and during the Fall Term, a course of lectures on the instruction and management of Common Schools, is delivered by one or more of the Faculty.

CALENDAR.

1867.

Fall Term begins Tuesday, September 3d.

Fall Term ends November 23d. Vacation of two weeks.

Winter Term begins Tuesday, December 10th.

1868.

Winter Term ends February 29th. Vacation of two weeks.

Spring Term begins Tuesday, March 17th.

General Examination, June 15th, 16th and 17th.

Commencement Exercises, Thursday, June 18th.

Summer Vacation of eleven weeks.

Fall Term begins Tuesday, September 1st.

Fall Term ends November 15th. Vacation of two weeks.

Winter Term begins Tuesday, December 8th.

HOPE COLLEGE.

HON. O. HOSFORD, *Supt. of Public Instruction:*

DEAR SIR—Hope College was duly incorporated in May, 1866. As it was the result of a gradual and healthy growth, it had, before the charter was obtained, a complete organization, comprising a Board of Trustees, or Council, a Faculty, including five Professors and two Tutors, and four collegiate and four preparatory classes. The means, however, had been so limited, and the early difficulties so great, that the whole number of students was only fifty.

It has since graduated ten classes, embracing fourteen students. It has at present four organized Departments, viz: Theological, Collegiate, Preparatory, and Publishing. The Theological Department has ten students; the Collegiate, twenty-one; and the Preparatory, fifty-eight. These students are from six different States, and from thirty different places in those States. As the Institution has grown up among the Holland colonists located here twenty-one years ago, by Rev.

A. C. Van Raalte, D. D., it issues from its Publishing Department a weekly religious newspaper, in the Hollandish language.

The amount of permanent endowment thus far secured, is about \$45,000. The amount paid for salaries of Professors and Tutors is nearly \$9,000 per annum; and the deficiency in the income is met from the treasury of the Board of Education of the Reformed Church, under the patronage of which Church the Institution has been fostered. No fees have been charged, except a contingent fee of four dollars per term, which does not meet the contingent expenses.

A portion of the endowment has been invested by the Council, in valuable real estate, comprising a peninsula, of eight hundred and forty acres on Black Lake, the harbor of Holland City. By means of this it is proposed to establish a Scientific Department. Other additions and changes are in progress, which are not sufficiently advanced to be included in the present statement.

The catalogue for this year has not yet been published; but the course of study, and other particulars, may be learned from the last catalogue, a copy of which accompanies this report.

On behalf of the Council.

PHILIP PHELPS,
President.

OLIVET COLLEGE.

REPORT OF THE PRESIDENT.

HON. O. HOSFORD, *Supt. of Public Instruction:*

SIR—It affords me much pleasure to be able to report to you that the past year, (1867,) has been one of general and increased prosperity to Olivet College.

The attendance of students, especially in the gentlemen's department, has been larger than ever before, and a greater proportion than usual have been connected with our regular courses of study; our first class for the full course in the Arts,

has been graduated with honor; important additions have been made to the permanent funds of the College, by the liberality of friends in this State and at the east; increased facilities for the accommodation of students, particularly of young ladies, have been secured through the agency of friends in furnishing rooms in the Halls; work has steadily progressed on the fine, new Dormitory in progress of erection, which, it is expected, will be ready for occupancy at the beginning of the fall term for 1868. An instructor in Rhetoric and Logic has been permanently added to the Faculty of the College; more than all, the Institution has been signally favored in respect to opportunities for moral and religious culture, vouchsafed our students by the Infinite and Gracious Spirit for whose sake and service the College was founded.

The present resources of the College are estimated at the following valuation:

Real estate, including lands, village lots, and College	
Buildings,	\$70,000
Libraries, apparatus and furniture,	6,000
Permanent funds, including scholarships, notes at interest, and invested funds,	40,000
Total,	<u>\$116,000</u>

During the past two years some indebtedness has been incurred in the effort to defray the increasing current expenses of the College. By the generosity of a friend in Detroit, and the voluntary relinquishment by members of the Faculty of part of their salaries, this indebtedness is in process of liquidation, and is expected to be entirely removed during the year.

Earnest efforts have been made during the year to secure an adequate endowment of the College. These efforts, considering the general prostration of business, have been quite successful. Besides several thousands contributed in smaller sums, either for the prosecution of work on the new Dormitory, to meet current expenses, or for permanent investment, the

amount of full \$35,000 is pledged by citizens of New York and Ohio, to the College, on condition that \$60,000 additional shall be raised during the year 1868.

The College continues to grant gratuitous instruction to worthy young men in preparation for the responsible duties of the Christian Ministry, without regard to denominational connection. A gentleman in New York also contributes \$1,300 per annum for the further aid of certain young men who have the same office in view, and this is also distributed irrespective of sect and name.

The College continues to have the fostering care of the venerable and influential "Society for the Formation of Collegiate and Theological Education at the West." It is probable that at the end of the present year this Society will withdraw its help from the College, as being no longer needed.

The officers of the College at the present time are as follows:

BOARD OF TRUSTEES.

Rev. Nathan J. Morrison, President.
Rev. Edward Taylor, Brooklyn, N. Y.
Rev. Wolcott B. Williams, Charlotte.
Rev. William Hogarth, D. D., Detroit.
Rev. Henry Bates, Canton, Ill.
Rev. James S. Hoyt, Port Huron.
Rev. George H. Coffey, Jackson.
Rev. Calvin Clark, Marshall.
Rev. Herbert A. Reed, Marshall.
Hon. O. M. Barnes, Mason.
Hon. Oramel Hosford, Olivet.
Samuel F. Drury, Esq., Olivet.
Rev. Thomas Jones, Augusta.
Rev. Philo R. Hurd, Romeo.
Hon. James B. Porter, Lansing.
Rev. Sereno W. Streeter, Union City.
Homer O. Hitchcock, M. D., Kalamazoo.
Fitz L. Reed, Esq., Olivet.

Philo Parsons, Esq., Detroit.
Hon. Albertus L. Green, Olivet.
Rev. Addison Ballard, D. D., Detroit.
Hon. Willard Davis, Vermontville.

EXECUTIVE COMMITTEE.

S. F. Drury, Chairman.
A. L. Green.
N. J. Morrison.
P. Parsons.
O. Hosford.
Rev. George P. Kimball, General Agent.
Joseph L. Daniels, Librarian.
George W. Keyes, Esq., Secretary and Treasurer.

FACULTY.

Rev. Nathan J. Morrison, A. M., President, and Drury
Professor of Moral Philosophy.
Rev. Oramel Hosford, A. M., Professor of Mathematics and
Natural Philosophy.
Rev. John M. Barrows, A. M., Professor of Botany and
Chemistry.
John H. Hewitt, A. M., Professor of the Latin Language and
Literature.
Joseph L. Daniels, A. M., Professor of the Greek Language
and Literature.
Rev. Horatio O. Ladd, A. M., Instructor in Rhetoric and
Logic.
Alexander B. Brown, A. B., Professor of Music.
Merritt Moore, Principal of the Preparatory Department.
Edward S. Elmer, A. B., Assistant Instructor in Mathematics
and Latin.
Miss Henrietta P. Dennis, Principal of the Ladies Depart-
ment and Instructor in French.
Miss Sara A. Benedict, Teacher of Drawing and Painting.
Miss L. A. Willard, Assistant Teacher of the Piano.

Miss A. M. Sherman, Assistant Teacher in the Preparatory Department.

It is made your duty by the laws of the State, annually to appoint a Committee of Visitors to this, as to other Institutions of learning in the State.

While the officers of Olivet College are, as they have always been, glad to receive such visitors and to afford them the fullest opportunity for scrutiny into the affairs of the College, and acknowledge the great advantage resulting to the College itself from such visitation, we beg leave to inquire whether it is not proper that the State should provide by law for the compensation of the Visitors commissioned by you to examine into the affairs of the several colleges in the State, at least to the extent of defraying their traveling expenses. As the matter now stands, the several colleges incur a considerable annual expense to fulfill the requirements of the statute in this respect, or, as is probably most commonly the case, visitors are subjected to the inconvenience of defraying their own expenses, while engaged in the service of the State.

All of which is respectfully submitted, in behalf of the Trustees.

N. J. MORRISON,
President.

OLIVET COLLEGE, Jan. 1, 1868.

REPORT OF VISITORS.

HON. O. HOSFORD, *Supt. of Public Instruction:*

The Committee of Visitors appointed by you to report upon the condition of Olivet College, submit the following

RESULT OF THEIR VISIT.

The Committee do not find it necessary to reaffirm the general statements and commendations of former reports, concerning the situation, healthfulness, moral influence, fair pros-

perity and Christian instruction of Olivet College, but prefer to let them stand without dispute. That which they offer consists of particulars which came under their personal observation during two days' examination, and one day of commencement exercises, June 18-20, 1867.

They found about one hundred pupils present at examination, ladies and gentlemen. They were informed that double the number were present during the winter term. There were 348 on the catalogue for 1866. Of these, eighteen students were in the College Course proper, and the remainder in the Preparatory Course.

There are sixteen Instructors named as belonging to the Faculty. A part of these were absent, and a part of the duties of instruction were performed by pupils assisting. The necessities of the College compel a crowding of labor upon some Instructors, and a partial performance of their work by others. This can hardly be avoided so long as the Institution is laying the foundations of its permanence, however desirable it would be to have it otherwise.

The fine building now being put up for a Gentlemen's Hall, is going on with a prospect of being soon finished. It will take the place of the present dilapidated structure used for the rooms of the male students. It was gratifying to observe the taste and thoroughness with which each item of structural improvement is conducted.

In the examination of classes, we observed the following:

In Physical Geography, the latest methods of teaching are used, embodying the more thorough acquaintance with the surface of the earth which has been obtained by recent explorations. We were glad to see geography taught by a scientific man.

In Cicero we attended a fine class, conducted with spirit and care. The recitations of the ladies were equal to those of the gentlemen. The recitations in Homer, Greek Testament, Latin Prose, and Horace, which we attended, were marked by very close drill, and an evident following of the plan of Yale College instruction. More pains is taken with the grammar than with

elegance of translation, which, we venture to suggest, is a defect. The discipline of perfect rendering from one language to another, is as valuable as any gained in pursuing the classics. We do not criticise Olivet more than other schools in this particular. In the French recitation we noticed that a French colloquy was acted with great animation and readiness, while the exercises and grammar evinced considerable hesitation, comparatively. The class was, however, taught with great spirit, and taught *in French*, by the lady teacher.

In German, more attention was paid to reading and grammar than to conversation. In Geometry, we observed the pupils reciting readily different proportions from the naked diagrams, without aid of letters.

In Guizot's "Civilization," we heard some very intelligent and superior recitations from the Senior Class.

Generally speaking, it was plain that the instructors had taken great pains with their classes, and successfully. If the examinations were to be criticised in any respect, we should observe that they showed to some degree the very common fault of collegiate instruction—excess of system above individual development. The recitations were more formal than need be, and not as wide awake as could be.

Olivet College is deservedly praised for its moral and religious influences, without which education perverts. Let us add that a strong and orderly mind is a great virtue. A college is an instrument to teach thinking. We look to our colleges to see the weapons of thought perfected, to be used in defense of the right, and of religion.

We attended, also, the graduation of the First Senior Class of the full College Course. We never heard more thoughtful pieces at any Commencement Exercises, or delivered with a more unaffected propriety, than several which were uttered on this occasion. For once in our lives we listened to a Salutatory Oration in Latin whose words could be understood, and whose thoughts were to some purpose.

Further, we consider some of the peculiar merits of Olivet

College to be the union of ladies and gentlemen successfully in the same classes, the concentration of superior ability for instruction in its preparatory school, the absence of shamming, and the general interest taken in musical education.

Its prominent need is its insufficient income. We earnestly desire to see this need satisfied, and the Institution fulfilling its proper place in the Educational System of Michigan.

J. MORGAN SMITH,

J. S. HOYT,

A. BALLARD,

Examining Committee of Olivet College, for 1867.

Grand Rapids, June 26th, 1867.

MICHIGAN FEMALE COLLEGE.

REPORT OF PRINCIPAL.

HON. ORAMEL HOSFORD, *Supt. of Public Instruction:*

Almost thirteen years ago the founders of Michigan Female College located themselves in Lansing, then so far in the woods and so isolated from the outside world as to possess only two avenues of approach, one from Jackson, which those obliged to travel over still remember with a shudder, and which a witty resident once declared was only safe for passengers in a mud wagon or a hearse; the other over the plank road from Detroit, which, if it offered a somewhat easier passage, labored under the serious disadvantage of being more than twice as far. They commenced their labors with designs not limited to establishing a school for young women of the highest grade, for had that alone been their object, they would have accepted some of the liberal and even generous offers that were made them in other, and at that time much more flourishing and accessible parts of the State.

The one great object which they proposed to themselves was to keep before the public mind as constantly as they could, the duty of the State to provide for the education of its daughters as

it had already provided for the education of its sons, and they thought that a location at the Capital, though at that time subject to many disadvantages, would give them vantage-ground for this purpose; since, besides, the representatives of the people regularly assembled here, many other persons were constantly coming from all parts, drawn by various interests, either public or private, and they judged that the circle of influence, could they succeed in reaching its sources, must, of necessity, become far wider from here than from any other place in the State. They had, besides, known several schools, after much usefulness for a time, on the death or withdrawal of their originators, either greatly decline in character or altogether pass out of existence, and they hoped if their efforts at the Capital were crowned with success, that permanence would be insured by ultimate acceptance and adoption when the State should come to recognize and act upon its obligations to the neglected half of its children.

As a school, the enterprise may be justly regarded as a success, since, besides over a thousand young ladies from Michigan, pupils have been received from nine other States.

The courses of study, both Classical and Scientific, were adopted after mature deliberation and consultation with the Faculty of the University of Michigan, and are fully equal to those of the best colleges for young men in the amount of labor required. A Preparatory Department has always been sustained, and pupils have been permitted to take partial courses, this concession seeming to be necessary and preferable to adopting a lower course of study. The first graduate received her diploma in 1860, and the Alumnae of the Institution now number forty.

Additional room is greatly needed, and the last Legislature, on the petition of the Corporation and influential citizens, passed an act enabling the city to raise fifty thousand dollars to complete the buildings. Lansing will prove how well she understands the value, educational and pecuniary, of literary institutions, in voting this tax, and thus doing all in her power

towards securing what is of such vital importance to her own welfare.

Since 1855 the claims of the daughters of the State have been pressed, in some form more or less urgent, upon each successive Legislature, and not only has the justice of these appeals been admitted by many individual members, but the last three Legislatures have given the subject a national character not anticipated by its originators, by passing joint resolutions requesting Congress to grant appropriations of land to *all* the States for the purpose of endowing Female Colleges, and by inviting the Legislatures of the loyal States to join them in endeavoring to obtain these grants, and the last Legislature showed the drift of public sentiment in this respect by passing, in the Senate, a bill to grant funds for endowing a College for Young Women, and in the House, a resolution asking the Regents to admit them to the University of Michigan. This request has been considered, and decided against by the Board of Regents. The next Legislature, it is hoped, will take some definite action to meet, by just and wise measures, the public need and the public wish.

It has been said that one reason for the failure of the measure before the last Legislature was because it was considered a foregone conclusion that the work already accomplished at Lansing would be accepted, and the Capital become the seat of the "Woman's University," but there are probably very few people, except those directly interested in other locations, who do not think it would be much better for the State generally if all its institutions were grouped around the Capital, and Lansing has, besides, a special claim to educational consideration in the fact that she has contributed so very large an amount to the common school fund, but Lansing claims no monopoly, and the founders of the Michigan Female College are ready to waive their labors and sacrifices as pioneers in the work, if any other place will do more, and thus prove a better title to preference.

All that can be done for many years by the joint efforts of

all its friends, and by combining all possible interests and influences in its favor, will be too little for its needs. Buildings, libraries, laboratories, museums, all those appliances necessary to render a College worthy of the name and able properly to do its work are required, and still but scantily supplied.

Not only is there need that Congress should bestow upon the daughters of the land their just share of the national domain, not only should the State open its treasury and dower them with gifts as it has done the young men in the University and the Agricultural College, but our *rich men* should also feel that what has been done for the young men ought to be duplicated for the young women. Detroit built for them an Observatory at Ann Arbor, what will she do for a Female College at Lansing?

And the many rich women of our State have here a noble field to aid with liberal hands in bestowing permanent benefits upon their own sex, by founding scholarships and instituting various other aids for those noble spirits who aspire to education in spite of all opposing circumstances. And if endowments something after the manner of "Fellowships" in the English Universities could be made, enabling women who desired it to continue their studies and prolong the period of culture instead of being forced back to labor for bread, some problems, long in dispute, might be solved by actual experiment.

Have we not reached that point in progress where we may hope to have here in Michigan, and that at no distant day, a free University for women as well appointed and as nobly endowed as is now our University for young men? Not a vast and expensive establishment, so costly that only the daughters of very rich men can ever hope to enter it, as is the case with the magnificent Vassar gift from which so much was expected, but from which so little now seems likely to be realized by those who need it most.

Your late circular, calling attention to the joint resolutions of our Legislature, and inviting coöperation "until public aid for female education shall be proportionate to that provided for

men," partly suggested this statement of the subject with which the history and interests of the Michigan Female College have been and are so intimately involved, instead of the ordinary statistical report. All of which, in the cause of Female Education, is respectfully submitted.

A. C. ROGERS.

Lansing, March 31st, 1868.

VISITORS' REPORT.

HON. O. HOSFORD, *Supt. of Public Instruction* :

The annual examinations of the students in the Michigan Female College were attended by the Committee appointed for that purpose. During most of the year the Principal, Miss A. C. Rogers, has been prevented by failure of health from attending in person to her duties in the College. But your Committee are glad to believe that, notwithstanding this misfortune, the Institution has enjoyed a fair degree of prosperity.

The examinations in Moral Philosophy, Butler's Analogy, and in kindred studies pursued by classes under the care of Miss Delia Rogers, showed that the young ladies had been taught to think for themselves, and to give a reason for the beliefs which they presented.

In Modern Languages the pupils seemed ready and proficient, while their familiarity with roots and forms gave evidence of thorough drill. In some of the sciences, particularly, perhaps in Natural Philosophy, a greater familiarity with facts and principles, and less rigid adherence to the words of the text books, would have seemed to your Committee desirable.

The Department of Musical Instruction, in charge of Prof. Miller, was apparently, in its thoroughness and good taste, all that the most critical could desire.

Your Committee cannot but admire, and warmly commend, the earnestness and devotion with which the estimable ladies at the head of the Institution have pursued their work. Through discouragements and difficulties that would have de-

feated anything but the most determined perseverance, they have labored, and the success and reputation which they have achieved have been most nobly and honorably won. Long may they be spared to continue and to enjoy it.

In behalf of the Committee.

C. C. McINTIRE.

DISCO ACADEMY.

REPORT OF TRUSTEES.

To HON. ORAMEL HOSFORD, *Supt. of Public Instruction* :

This Institution was organized as an Association, A. D. 1850, and incorporated as an Academy A. D. 1855. The real estate consists of a respectable School Building of two stories and out-buildings on one acre of land in the centre of the village of Disco, valued at fifteen hundred dollars. The capital stock subscribed, is five thousand dollars, and the amount "actually" paid in, is one thousand dollars. The names of the Trustees are Philander Ewell, Jeremiah Curtis, Ira S. Pearsoll, Chauncey Church, John Keeler, Alonzo M. Keeler, Isaac Monfore, Calvin Peirce, and Alson Haynes.

Officers—John Keeler, Treasurer; Chauncey Church, Chairman of the Board of Trustees; and Isaac Monfore, Clerk of said Board.

The winter term of four months of the past year, was taught by Miss Mary A. Monfore, as Principal, and Miss Milicent Conner, as Assistant Teacher. In addition to the usual primary classes taught, there was a small class in Latin, and a respectable class in Higher Arithmetic and Algebra. The average number of scholars in attendance, was seventy. The summer term, of five months, as a Primary school, was taught by Miss Milicent Conner; the number in attendance was fifty-five scholars.

The books used in school are designed to be the same as are used in the Normal School of this State. In this school, a "Teacher's Class" has in general been open for the benefit of

Primary School Teachers, especially during the "Autumnal Terms."

Its resources are limited, and some efforts have heretofore been made for converting this Institution into a Graded or Union School.

Respectfully submitted.

ISAAC MONFORE,

Clerk of the Board of Trustees.

Disco, Macomb Co., Mich., Nov. 28th, 1867.

REPORT OF REV. THOMAS WRIGHT,

State Supt. of Sunday School Missions, for the American Sunday School Union.

HON. O. HOSFORD, *Supt. of Public Instruction :*

DEAR SIR:—I am happy to report continued progress in the Sunday School work in the new and neglected portions of the State. In its results of usefulness among the people of these communities, the Sunday School is proving itself in the best sense an ally and aid of the common school. Indeed the Sunday School may be justly regarded as the counterpart of the common school, since it belongs to the masses in common as well, and since its great work is to plant in the minds of the young those principles of character, and cultivate those virtuous habits and pure tastes by which all their other attainments are made to contribute most to their own and others good. "If our National life hangs upon our common schools, they should receive all that moral support which the instructions of the Great Teacher and Divine Patron of children can give them through his word."

We find, moreover, that by means of the Sunday School in these communities the intelligence of the adult population also is quickened. They are drawn to it as a new opportunity for mutual improvement—for religious culture and social worship, and so, often share largely in its benefits with their children.

The Sunday School in these districts is showing itself a powerful aid to the common school by the circulation which it gives to a most valuable moral and religious literature, attractive and useful to all ages, especially to the young. It comprises books which portray the successes and triumphs of courage in doing right, of industry and perseverance in overcoming difficulties—which show the beauty and power of kindness and sympathy toward the suffering, and the friendless—which point to the several steps by which a true manhood is attained, and show how the ascent is made—books which cultivate respect for the aged—order and love in the family—honesty and honor in business—contempt for vulgarity and meanness—love of country, and public spirit in doing good in all the relations of society. Such a literature, especially in the present dearth of valuable books in the remote sections of the State, is of itself an auxiliary to the common school, and to the intelligence and virtue of the people generally, not to be lightly esteemed.

We have not deemed it necessary to restrict our efforts wholly to the new sections of the State, since in almost any county may be found morally abandoned settlements calling for the introduction of the Sunday School, as will appear by the following extract from the report of one of the Sunday School Missionaries, which may be taken as an example of the character of the work generally. Mr. E. S. Ingersoll, whose field of operations for the past three years has been the counties of Jackson, Calhoun and Eaton, says:

“When I first canvassed Jackson county, in 1864, I found five townships in which there was no Sunday School the previous year. This destitution was supplied as far as practicable. Twenty-nine new Sunday Schools were organized in the county, and furnished by sale or gift with books and other requisites. In many of the towns permanent advancement in morals was manifest. During the past five months I have re-canvassed sixteen townships in the county, and find a very encouraging improvement over 1864. In one of the towns where I then found no Sunday School, there are now four. In another where there was then but one, now there are eight. In the sixteen towns just explored, I find eighty-one Sunday Schools in active operation. The character and efficiency of the schools, and their eleva-

ting influence on the surrounding communities, prove the wisdom of the Agency which the friends of morality and religion are using to plant and sustain them."

The labors of Mr. Ingersoll in the counties of Eaton and Calhoun were followed with similar results.

Very respectfully yours,

THOMAS WRIGHT.

REPORT OF ALVIN UPSON, S. S. MISSIONARY AT LARGE.

The undersigned has spent the last sixteen years in forwarding the S. S. Missionary work in various parts of Michigan. This labor has not been performed without self denial and anxiety. I have canvassed some seventeen counties, and traveled with a horse 52,557 miles, endeavoring to effect a S. S. organization in every place where it seemed practicable. In this work I have visited 6,496 families, and have helped to establish or aided 1,307 S. S.'s, in which were 11,815 teachers, and 49,132 scholars. Most of these schools needed books and papers, and assistance in getting them. My donations amount to \$1,466 54, the most of which has been generously furnished by Eastern friends. In this work I have put in circulation over 45,000 bound volumes, besides papers and tracts; and have also distributed by sale and donations, over 2,000 testaments, and some bibles, as my rule is not to leave a house visited without a bible, or one being sent to them. I have found the school-house, which has stood ten years without any religious service held in it; and that, too, when they had no other place within reach, in which to worship. But some may ask why go through all this labor and expense? Will it pay? Is it a profitable investment? Could I take you to some of the moral wastes which have been found to exist in this our own beautiful State, such, for example, as one called "Sodom," or, if you should prefer another called the "Devil's Half-acre," or, another called "Hell," and see the interest manifested by those children in the S. S., at the idea of being a *real*

owner of the New Testament, I am sure you would not stop to debate the matter, but would regard the investment as both a useful and a profitable one.

REFORM SCHOOL.

ELEVENTH ANNUAL REPORT OF THE BOARD OF CONTROL.

To the Superintendent of Public Instruction :

Each revolving year brings with it, its own cares, responsibilities and duties. It is well, if in its review, commendable progress is discernible. This is always desirable, but especially so, when the action of a few involves, more or less intimately, the interests of many.

That the people of the State may know, if they will familiarize themselves with facts, how the interests of the State Reform School are progressing under the management of its present Board of Control,—this their Annual Report, is put forth; and to the facts presented, and suggestions made, the candid consideration of all interested in the welfare of that portion of our youthful population, who for want of proper and healthful home restraint, are led into temptation and crime, and thence find a home, for a time at least, in this Institution, is most respectfully solicited.

There are sins of omission as well as of commission, and it may well be questioned, whether the penalties directed against the latter, should not the rather be set to the account of the former,—and especially as regards the inmates of this Institution. Parental dereliction in the matter of the control and management of children and youth, is the curse of the State.

Until this can be fully understood and appreciated, and proper influence be brought to bear for the correction of the evil at the fountain head, so long must the State be taxed for furnishing a home, and providing educational means for the reformation of criminals of tender years. We say criminals;—we beg pardon, for we are free to charge the guilt to the antecedent of the child,

and pity him for the misfortune of his parentage. To this we know there are exceptions;—nevertheless, we indicate the general rule in all fairness; the child becomes an inmate (we say not a criminal) of the Reform School, because of the sin of neglect on the part of his parent or parents; nay worse and often, by parental sinful practices and teachings.

But what of progress? Since our last Annual Report, there have been added to the inmates of the Institution, from the different parts of the State, 111 youthful criminals, if it be proper so to call them. During the same period 135 have been released therefrom—a portion receiving a full discharge—the balance a Ticket of Leave—the full discharge being granted only to such as by their good behavior and fidelity to duties imposed, had furnished grounds of hope for permanent reform—a hope sometimes disappointed, yet more frequently realized; the ticket of leave to those seemingly reformed, but yet not apparently so firmly established in correct habits and principles of life and action, as to inspire the full confidence desired. The home influence to which they are to be subjected on leaving the Institution is also carefully considered in all cases of contemplated release by either mode.

If the inquiry be made why any are allowed to leave the Institution during their minority, except on full evidence of complete reform, we reply: To make room for fresh accessions. But going out on ticket of leave only, the Institution still holds them, and in case of their again falling into crime, can reclaim them, and thus save them from the ignomy of State Prison service while yet in youth. If however, on subsequent trial they maintain their integrity, they become entitled to a full discharge.

There still remain in the Institution at the date of this report, 257, a number considerably less than reported last year, and two less than reported the year previous. This indicates progress in the right direction, provided always that the work of reform has been effectual—a matter that time only can determine. It is, however, but just to state, that a less number

would have been released, but for the crowded condition of the Institution. More room is however being provided, and it is hoped that soon the necessity for discharge only on full evidence of a correct future, will be in a good degree obviated. Nevertheless, beyond the age of 21 years, no power of retention is given, and occasionally those placed in charge of the Institution are so steeped in vice and crime, that thorough reform is seemingly (sometimes it proves truly) beyond the power of all reformatory influences, and individual inmates must be let loose from its restraints, to become pests in the community, till by the hand of justice they find a home in the State Prison.

It is however an encouraging fact that so large a portion of the entire number who have left the Institution, have subsequently maintained their integrity, and that numbers of them are now holding positions of trust and responsibility, and are proving themselves worthy of the same. Of the entire number discharged, to-wit: 583, since the Institution was first opened, the exceptions to a correct future are by no means numerous, and will compare not unfavorably with a like number in any sphere of youthful life.

Occasional failure however furnishes no just ground for discouragement. The enterprising husbandman perseveringly commits his seed to the earth and expects rich harvests, notwithstanding the possibility of untoward seasons. Such should be the continuous and hopeful efforts put forth for the reclamation of the neglected youth of the State, to habits of integrity, honesty, enterprise and virtue. A life reclaimed from the ways of transgression, profits not merely by the prevention of the wrong, but by the good to be achieved. The hand trained to vice works only evil; that hand reclaimed to virtue, not only ceases from evil, but becomes productive of good.

Subsequent to the death of our late lamented Superintendent, C. B. Robinson, it will be recollected, James H. Baker had filled that office, as acting Superintendent, up to the date of our last annual report, to wit: Nov. 16, 1867.

At the meeting then held, the full board being present, the

Rev. O. W. Fay was appointed to that office. Subsequently however, April 3d, 1867, he tendered his resignation, and the Rev. Chas. Johnson, a former teacher in the Institution, was placed in charge as Acting Superintendent, and has since that date rendered much valued service, proving himself by wise discretion and efficient action, worthy of the position. The demands of the Institution, for such service as he has been able to render, in view of the unusually large amount of work, requiring constant care and oversight, including building, repairing, drainage, &c., all additional to the ordinary range of responsibility, have by far, exceeded all former ones, and could not, probably, have been placed in better hands. The Board therefore, take pleasure in publicly testifying both to his ability and fidelity, feeling assured that while he shall consent to fill the position of Superintendent, the Institution can but strengthen its hold on public sympathy, because of its increasing usefulness.

As to the health of the inmates of the Institution during the past year, the Board take pleasure in stating that, during no year since its doors were first opened for their reception, has there been such almost entire exemption from sickness and death, as the Physician's Report will doubtless show. A single death during the entire year, with but rare cases of slight indisposition, in an average number of at least 265, is a record of health unusual, certainly for an institution of the kind, and where so large a number are so constantly congregated within limits so restricted. The death referred to was that of William Brinckleff, which took place on December 27th, 1866.

The only occasional illness befalling the inmates of the Institution, during the entire year, has been chill-fever, or temporary biliary derangement, a result undoubtedly, to be largely attributed to regular habits of life, being very different from what very many had experienced prior to their commitment here, to a sufficiency of healthful food, and at regular hours, and to such clothing as the exigencies of the season demand. In all these particulars, probably few boys of the State are more healthfully provided for. In addition to all this, the location of the Insti-

tution cannot be regarded otherwise than favorable to health. This, in connection with the ample sewerage now provided, relieving all otherwise unavoidable accumulation of impurities, inspires the confidence that henceforth all surrounding influences shall be health-giving.

It will be recollected that the last Legislature appropriated some \$30,000 for the erection of new buildings, and for such repairs and improvements, as the exigencies of the Institution then demanded.

The following statement will show to what extent this additional trust to the hands of the Board, has been executed. That all contemplated work has not yet been completed, will find, we trust, satisfactory explanation in the fact, that from late in April, when it was the purpose to commence preparatory work, till late in June, the season was so abundant in rain and storm, as to render the execution of that work impracticable. This preparatory work consisted in the construction of a system of sewerage, which should relieve not only the accumulating water below the buildings already erected, but furnish a way of escape for that, which would rapidly flow into and fill the excavation essential to be made for the new building to be erected. The work on this sewerage was commenced as early as the season would admit; but was not only delayed, but greatly increased by the incaving of earth, caused by the almost continuous fall of rain. A main arched sewer constructed of hard burnt brick and water lime, some 50 rods in length, and 12 to 15 inches in diameter, with lateral branches to all cellars and parts of buildings, new and old, requiring drainage, was however finally completed about the first of July, at a cost varying not far from one thousand five hundred dollars. The average depth of excavation for this sewer, will not fall below 10 feet, and in its construction about 25,000 brick were used, and from 50 to 60 barrels of water lime.

This sewer completed, the work of excavation for the new edifice was commenced. This building, now far advanced towards completion, 75 by 30 feet, consists of a partially underground

portion, divided into cellar, store-room, ash-room and wash-room; a first floor, containing a kitchen, a bake shop, with the mouth of its oven in the north wall of the building, the oven itself, 12x14, extending therefrom, and having a passage for ashes directly into the ash-room below, which is fire-proof; adjoining the bake-shop, on the east side, is the shoe-shop, and adjoining this, the laundry; a second floor, on the west portion of which is the hospital, a large and well ventilated room, and well arranged for and adapted to its purpose. The balance of this and the entire third floor, is used for dormitories, of which there is in all 67, and making a total of 219, including those originally provided. This entire edifice will be completed in all its arrangements, at the earliest day practicable, when greatly enlarged facilities for the management of the school will be afforded, leaving, nevertheless, 38 of the present inmates still to be lodged as best they may.

Besides the erection of this new edifice, extensive and important alterations, repairs and improvements have been made in and to the old building. By alterations in partition walls, the space formerly occupied by one large school-room, recitation-room and a library-room, has been converted into three school-rooms, thereby largely increasing the educational facilities of the Institution, and a new library-room constructed from the space secured by the re-arrangement of the stairs leading from the 1st to 2d floor in one end of the main building. By the same re-arrangement, space for an additional bed-room has been secured.

One of the past special inconveniences of the Institution has been the falling of plastering, giving a dilapidated appearance to many portions of the building, besides causing much annoyance. This has been remedied in part, by ceiling such portions as had caused the greatest difficulty in this direction. In all, some 50 squares, including dining-room, one dormitory and one school-room, of permanent improvement have been made. In addition to the above, the chapel, two school-rooms and dining-

room have been grained, and their appearance and attractiveness greatly enhanced thereby.

Another department of improvement during the past year, has been the reclamation of swamp and the clearing of other lands belonging to the Institution. Within the boundaries of these lands, and but a short distance east of the school, were three several swamps or marshes, covering an area of some five or six acres, so situated as to be susceptible of drainage through one main channel or ditch. This work was also undertaken as early as the state of the marshes would admit. To furnish an outlet to this ditch, it was also necessary to construct a tunnel through a small hill, for a distance of about 350 feet, and at an average depth of about 10 feet. The necessary excavation was made, and a tunnel composed of water lime tile, laid. This, in connection with about 100 rods of ditch, secured complete and sufficient drainage for said marshes, and after the lapse of a few weeks' time, the marshes were sufficiently drained, to admit of the removal of the embedded logs, thickly scattered over the entire surface. The work of clearing was then undertaken and completed, a large portion of the whole plowed, and is now in readiness for spring crops. In addition to this, some 30 acres, from which the timber had been partially removed in previous years, have been cleared of the brush and accumulated rubbish, consequent upon the removal of the timber, and plowed, and also placed in a condition for spring crops. The work of clearing and plowing, has been almost entirely performed by the inmates of the school, under the direction and supervision of the Superintendent, as well as much of the ditching previously specified. The improvement of these marshes will be a lasting benefit to the Institution, not only from the harvests to be realized therefrom, but from the removal of the miasmatic influence of the same, the detrimental effects of which have been so long and so seriously felt.

We have been thus particular in enumerating the improvements made and the labor performed, that the people of the *State* may know what use is made of the money they furnish,

and what progress is being realized in an Institution that should find a place in every philanthropic heart. Those who desire to know what this has cost and is costing, are respectfully referred to the Treasurer's report. No one, however, in the exercise of a candid and unbiased judgment, will expect that an Institution, having to provide for an average of at least two hundred and sixty-five boys, and having to feed, clothe, furnish medicine for and educate them, can in these times, be conducted at slight cost. It is only claimed that a constant effort has been made to make that cost as light as possible. How far that effort has been crowned with success, must be inferred from facts and figures presented. One thing can however be safely said, and that is, that the responsibility assumed and the burden borne, is not assumed and borne because of any alluring remuneration offered or realized. This however, is not said by way of complaint, but only as the presentation of a fact.

GEO. W. LEE,
JAS. I. MEAD,
C. TRACY,

Board of Control.

SUPERINTENDENT'S REPORT.

[Omitting the lengthy tables of statistics in the Report, as published in another form by the Board of Control, the Superintendent closes with the following remarks, which can hardly be read without emotion.—SUPR. PUB. INSTRUCTION.]

The strugglings and surgings of passion of wayward and impetuous youth, the determinateness of the perversely willful, the spirit of vindictiveness which one may show, and the many personal vices which hold rule over so many, and thus render restraint essential, you may be perfectly conversant with, but many into whose hands these reports come can know nothing of these. It is of frequent occurrence, to hear one and another expressing so much sympathy with the inmates of these

schools, that they would remove all restraints and send them back unaided to society and their own ruin. They charge all measures essential to good discipline and personal training to self-government, as oppressive and even vindictive.

Intelligent and observing men, who look to the real interest of this class of persons, take different views, and many encouraging words are dropped as from time to time they call at the School.

But all classes or variety of opinions are expressed. One class ask that all the experience of the Schools be counted erroneous. That virtue supplanting vice is not necessarily a plant of slow growth, but that by a process of isolation, lecture, exhortation and prayer, a boy may be held without a moment's giving up, till he is wholly subdued, and the vices and passions, perhaps inherited from his parents, and still further fostered by every association of his childhood and youth be exorcised as effectually as the Savior cast out unclean spirits during his sojourn on earth.

This may be pleasant to contemplate as a result, but scarcely practicable as a method of eradicating the social evils of Society, and certainly not according to experience of the past in this class of schools. Here it is found to be one of tireless effort, full of pressing care and solicitude, as hope alternately brightens or is depressed, often, alas! to failure. Let a close observer enter these schools; yes, this School. He will find boys of great mental ability, who have good homes, kind and indulgent parents, courteous bearing often, whose friends manifest deep interest in them, and seek their welfare. Yet they are wholly vitiated, impulsed by the alternate fancies of their own wills, whose good sense and sound judgment respecting the principles of virtue is not at fault, and yet who do not apply their judgment for their own government. They will be found in all cases to have no deep reflective sense of the morality of their own course, and none of that conscience power which must underlie a character of integrity. He would have wonderful power that could change a stratum of quicksand to

solid granite. Yet this is to be sought. That these voluble, pliant natures, open to every impulse and temptation, shall acquire the stability and resistive power of the rock, so that it shall not be swayed and agitated by the influences to be met on every side, that lead away from virtue. This is not the work of a day, or a year. In the most hopeful cases, we merely cultivate the ground, plant the seed, watch its first opening growth, but must leave its attainment to maturity and ripened fruit to be reached amid the storms and sunshine of life.

Any other class might be singled out, as the unfortunate boy whose early orphanage deprived him of the training and care which affection prompts, and grew amid storms and want, till mental, moral and physical power is all bound in and dwarfed like the foot of a Chinese beauty. No power on earth can suddenly break the bonds and give a healthful development, so essential for the perfect man. Long and patient effort, however much it may accomplish towards the recovery of what it should have been, cannot wholly obliterate the marks of the bonds. There is a scar still.

So might each and every class be singled out and these measurements applied, and however much the balances might be dusted, that results might be correctly ascertained, yet they would be found wanting. Neither would it be best to meet other expressed opinions to swell what may prove too cumbersome a report, for premature or prebiased opinions can only be met by experience, and experience comes only by daily work in these fields.

It may not be amiss to say a word or two about receptions and dismissals:

Bright, active, intelligent boys, from families who have good homes; a dear mother whose heart comes with her boy, and who never suffers time to pass without, in affectionate remembrance, pressing that boy to her heart. Many of these boys are here from willfulness, and having perhaps, too much their own way. It proves in these cases that parental indulgence was not the best training for them.

Another class are the children of unhappy marital relations, and in the bitterness engendered, the boy suffers, goes from home to seek more congenial companions, becomes wayward in the absence of the guiding hand of affection, and falls into vicious ways, and so finds a home in the Reform School. This class is far too numerous.

Intemperance with its attendant evils, is a strong arm sweeping in the tide of vicious, strong passioned, wayward youth, to Reform Schools, Houses of Correction and State Prisons, and its fruits are found in great abundance in this school—not only in the numbers brought here, but in the difficulties that lie in the way of true reformation. For this influence is but the parent of vices, bred in the nature of the child, and which will from time to time break over all restraints, and involve the victim in the most ruinous difficulties. “Who did sin, this man or his parents?” would be a pertinent question, when you trace the passions that this class of youth present. So terrible is this scourge of humanity in its effects.

Nobody's boy is brought here. Father and mother so long dead that they have no distinct remembrance of them. Wanderers from place to place, sleeping where night overtakes them. Sometimes in pinching want, and then amply supplied, and rejecting the substantial things given to sustain life, by the hand of charity, asking for delicacies; imbibing a spirit of antagonism against all whose right they invade, or whose counsels they reject; not originally bad at heart, trained so by associations with which they come in contact.

The sympathy and benevolence which is distressed at poverty and want, and desires to provide a *good home* for the children, contributes its share towards keeping our number good, and often too, in sending those here for whom it is manifestly the duty of the cities and counties to provide. Thus making poverty a vice, a passion, from whose controlling power, the unfortunate victim must be reclaimed. It is a good thing in this respect, to regard the State in the character of a father, and so exclaim: *In our father's house are many facilities for caring*

for and training youth, and provision to supply their wants, and this father has a large heart, and will gladly run and fall on the neck of the unfortunate, and give them a thorough cleansing. This will enlarge the field of charity, and place it too where it can be the most easily borne.

A father sometimes comes with his own boy, in whose way he has laid a snare to entrap him, that he may dispose of his own child. Henceforth he is very exact about the training of his son. His food, his clothing, his education, his being trained to industrious habits, and in every way fitted for usefulness and eminence, and if his sympathies for the child happen to take a turn, then irrespective of rules or commitments, he wants to take his boy home. To say nothing of such a father's own principles, what shall be the influence on such a boy's mind, as he grows up and begins to realize the action of his father? It will require more than ordinary power to inspire the child with any faith in humanity, when his own father has thus used him. We would that a solitary instance only could be found. In short a strange mixture of causes are working, from whose results a constant supply is being received to fill all available space in the school.

It will be seen that the dismissals of this year have largely exceeded those of any previous year, and it is hoped that while the number has been increased, the standard of attainment has not been lessened. It would undoubtedly have been better in some cases, had the School possessed means and facilities for keeping them a longer period of time, under proper training, and so not only give them a fair start in the rudiments of an education, but carry them well on in an academic course. Still it is safe to say that far the greater number of those released will try to resist temptation. That some will fail is very certain; and from this large number perhaps the number may seem large, and a triumph may arise in the minds of some who have other interests to serve. Still those who meet and successfully resist the temptations of evil, should not suffer in reputation for the errors of the unfortunate ones who may fall.

The homes of some of these boys, to which they return, are not helps to virtue and integrity; and where, perhaps, these last traits are not lacking, the management of home life drives the boy out once more to associations more genial, even if of suspected morality. Some have fallen in other years, of whom better things were expected; but a much less number, all things considered, than a casual observer would suppose, and it is safe to estimate that eight-tenths of all who are sent from the school, are benefited mentally, morally and physically. May our great Father above bless these boys as they go out to life's contests, with restraining and directing grace.

IMPROVEMENTS.

The past summer has been pre-eminently one of labor. The large sewer, draining all the cellars of the building, was one that required a large expenditure of time and labor. On its completion, the boys and teams were at once employed in preparing the cellars and gathering materials for the addition to the building now being constructed. This being done, the drainage of a chain of swamps immediately beyond the east line of the yard was commenced and pushed forward with vigor. These swamps have, without doubt, contributed largely to the bilious disorders which have prevailed here in former years. The drainage left the land in condition to be cleared up, which was done, saving, thereby, large quantities of wood, and burning the refuse. A portion of this has been plowed. In connection with this, a large field of new land has been broken up, from which it is hoped next season to obtain a better supply of crops, that shall meet the special wants of the School in that line, so that from this time on, the School will have what may properly be called a farm, where more of the boys may be employed.

The results of the gardening and what little farming has been this season carried on, will be shown in Table XII.

An increase in the stock of cows is especially needed, which the above improvements on the farm will enable the school to keep.

AMUSEMENTS AND RECREATIONS.

The usual sports that boys in village and city schools enjoy, are allowed to the boys here, and the earnestness with which they enter them, shows clearly that but little fun runs to waste. Completing labor before the usual hours of closing shops, brings corresponding hours of play. In the winter season they often go in large or small companies to the river for skating, and in summer base ball is a favorite game. Marbles at all times when weather will permit will find devotees. New Years, Fourth of July and Christmas, are generally special holidays, when the good things of the table abound, only to meet appetites peculiarly fitted for their reception. At such seasons all things are made subservient to the special pleasure of the boys. The boys receive many tokens of remembrance from home in those ways in which a mother or a sister can best show their desire for their happiness or gratification. These gifts are readily shared by their companions, without grudge or stint.

Sabbath services have been this year as last. Sunday-School in the morning at 9 o'clock, in which, during the summer, the topical method of instruction has been followed with much apparent interest, giving an outline of the principal events of the Savior's life on earth. And here we would express our indebtedness to several gentlemen and ladies in the city who have been efficient helpers in this work.

Preaching and addresses by the resident clergymen of the city, alternating, and as friends from abroad have passed Sabbaths in the town they have come to assist in this work—especially during the session of the Legislature, the Constitutional Convention, and the late session of the Methodist Conference held in this city. Two things are gained by these changes and casual addresses. The boys are pleased with new faces and voices, and these friends become more interested in the boys.

HEALTH.

The year past has been one of remarkable health, as the report of the Physician will show. One death occurred in the

winter, but since then there has scarcely been a case of severity. The prompt responses and faithfulness of the Physician, Dr. Bartholomew, in cases of accident, or other calls, should not be passed without appreciative notice.

There is one other reference that, however lengthy this report may be, must not be omitted, and that is, the liberality of gentlemen in their interest in the boys.

The Hon. J. J. Bagley, Hon. T. W. Hawley, and O. Goldsmith, Esq., of the city of Detroit, have each given large presents of choice and well selected books, to the boys' library during the year. In no way can friends benefit these unfortunate boys, more than by presents such as these. The boys are now receiving impressions and thoughts that their whole lives shall develop. The books furnish food for the mind, and long after they shall be released from the School, these books and their contents will come to their minds, and be of infinite satisfaction to them. The Hons. J. W. Longyear, J. M. Howard and Z. Chandler, have furnished the library with Congressional reports and documents. Hon. H. G. Wells, of Kalamazoo, has, as beforetime, still showed his interest in the boys, by valuable engravings and books for the School.

H. A. Morgan, Esq., of Aurora, N. Y., donated a few dozen singing books for their music.

Mr. H. E. Baker, of the Tribune & Advertiser, during his stay in town last winter, did not fail to visit the School each Sabbath, and to add interest to the Sabbath service, donated for their use a fine selection of suitable hymns, printed on cards. Other friends who have visited the School, and become interested in the boys, frequently send them supplies of Sunday School papers. Some kind friend has sent one of the best religious journals of our land, "The Morning Star," for the use of the boys. Publishers of the following papers have kindly sent them to the School for the boys: The Wolverine Citizen, of Flint; Peninsula Courier, of Ann Arbor; Battle Creek Journal; Sturgis Journal.

GENTLEMEN—In submitting this report, I can but hope that the toils and cares of my fellow laborers, together with my own, put forth, as we hope in humble reliance upon Divine aid, have not been in vain, but that in the present and future, they will bring forth the fruits of virtue and integrity in these unfortunate boys, committed to our care. Permit me to express my thanks for your special counsel and sympathy, which has been an effectual help at all times. Hoping that your supervision shall continue to receive the favor of the great Friend of the unfortunate, I respectfully leave this report in your hands.

CHARLES JOHNSON,
Superintendent.



ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1867.

COUNTIES.	No. of Townships.	No. of Districts.	No. of Children between the ages of 5 and 20 years.	Increase. * Decrease.	Whole No. of Children that attended School.	No. under 5 or over 20 years of age that attended School.	Av. No. months school during the year.	No. of Volumes added to the Libraries.	No. of Volumes in the District Libraries.
Allegan,	24	149	9,129	1,075	6,837	177	5.9	18	1,684
Alpena,	3	4	357	88	280	2	4.5	.....	.....
Antrim,	4	6	196	19	152	7	5.8	.....	.....
Barry,	16	133	6,873	328	5,694	118	6.3	33	1,443
Bay,	7	17	2,819	419	1,871	32	6.2	.....	.....
Berrien,	21	141	11,235	405	8,318	194	6.5	2	2,629
Branch,	17	131	8,268	38	6,928	196	6.6	9	1,125
Calhoun,	22	164	10,924	182	8,579	209	7.2	678	6,653
Cass,	15	118	7,161	329	5,680	151	6.6	57	3,871
Cheboygan,	2	4	242	23	175	.....	5.8	.....	183
Clinton,	16	131	7,223	469	5,442	179	6.2	.....	1,385
Delta,	1	1	156	156	180	5	7.0	.....	.....
Eaton,	15	136	7,654	400	5,904	177	6.3	.....	1,284
Emmet,	3	6	126	49	36	.....	2.2	.....	.....
Genesee,	19	154	9,619	446	7,075	246	6.7	35	2,591
Grand Traverse,	12	32	1,244	132	832	16	4.1	.....	58
Griot,	16	81	3,245	66	2,505	72	5.1	9	414
Hillsdale,	18	175	10,558	*28	8,721	241	6.8	.....	1,701
Houghton,	7	11	3,030	520	1,981	51	5.8	.....	608
Huron,	18	31	1,840	345	1,056	9	4.4	.....	8
Ingham,	17	132	7,957	754	5,954	154	6.8	40	1,223
Ionia,	16	134	8,527	407	6,579	251	6.4	.....	302
Iosco,	3	5	241	109	126	5	3.9	.....	.....
Isabella,	8	24	840	77	504	16	4.0	.....	.....
Jackson,	20	154	9,719	*33	7,312	295	7.1	48	1,933
Kalamazoo,	16	135	9,756	*32	7,450	185	7.0	53	3,270
Kent,	25	181	14,101	338	10,210	151	6.8	94	2,547
Keweenaw,	7	10	1,450	20	1,039	10	9.3	69	539
Lapeer,	17	115	6,633	364	4,627	144	5.9	30	1,074
Leelanaw,	8	17	804	179	527	10	4.3	.....	31
Lenawee,	23	198	14,367	74	11,619	327	7.2	111	4,333
Livingston,	16	130	6,475	163	5,119	201	6.8	47	1,620
Mackinac,	3	4	589	*35	219	8	5.2	.....	.....
Macomb,	14	111	9,127	334	6,229	193	6.8	163	1,845
Manistee,	4	13	829	251	575	23	4.7	.....	163
Manitou,	3	4	456	284	218	10	4.8	.....	60
Marquette,	3	9	1,903	300	1,523	.....	8.4	.....	1,195
Mason,	3	11	441	108	254	3	3.8	.....	.....
Mecosta,	9	28	919	198	747	18	4.7	.....	92
Menominee,	2	3	195	18	119	1	7.7	.....	.....
Midland,	6	11	512	38	361	35	5.3	.....	323
Monroe,	15	116	9,083	*66	6,441	223	6.6	2	1,214
Montcalm,	17	74	3,445	703	2,449	83	5.3	.....	528
Muskegon,	13	45	3,243	873	2,511	44	4.8	.....	744
Newaygo,	12	42	1,655	183	1,278	38	5.1	13	453
Oakland,	25	228	12,907	*106	10,150	327	7.3	46	4,298
Oceana,	11	35	1,450	485	982	11	5.2	.....	156
Ontonagon,	4	6	1,399	*194	1,136	4	9.1	533	2,334
Ottawa,	16	95	7,638	875	5,596	96	6.7	1	942
Saginaw,	25	89	9,790	1,254	6,201	80	5.8	186	1,738
Sanilac,	17	75	4,466	263	3,085	69	5.7	.....	489
Shiawassee,	17	106	6,097	304	4,916	233	5.3	.....	815
St. Clair,	25	137	12,463	661	8,305	186	6.6	46	2,719
St. Joseph,	16	120	8,559	85	6,666	203	7.1	13	1,567
Tuscola,	22	79	3,493	258	2,738	89	5.2	.....	571
Van Buren,	18	138	8,735	679	6,571	156	6.3	11	1,957
Washtenaw,	22	164	12,409	297	9,416	257	7.2	108	1,942
Wayne,	20	140	33,594	1,657	15,028	194	7.3	3,664	21,404
Supplementary, .....	.....	4	205	.....	72	2	.....	.....	24
Total,	774	4,744	338,244	17,108	243,161	6,422	6.2	6,169	87,606

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1867.

COUNTIES.	Paid for Books for Libraries.	NUMBER OF SCHOOL-HOUSES, AND MATERIAL OF CONSTRUCTION.				Value of School-houses and Lots.	No. of Graded Schools.	No. Visits by County Superintendents.	No. Visits by Directors.	No. of Qualified Male Teachers.	No. of Qualified Female Teachers.
		Stone.	Brick.	Frame.	Log.						
Allegan,	\$32 49	1	117	22		\$66,473	7	96	228	50	281
Alpena,			4			3,650			7	1	4
Antrim,			1	4		720			7	2	6
Barry,	30 00	2	101	26		46,027	3	55	163	52	200
Bay,			17			36,119			44	8	42
Berrien,	8 00	9	123	7		134,202	7	95	259	62	221
Branch,		10	9	109	3	110,955	4	57	179	72	204
Calhoun,	1,036 21	4	24	126	8	153,203	4	88	261	67	283
Cass,	123 75		22	82	8	79,524	4	92	198	64	168
Cheboygan,			1	3		1,080			9	3	1
Clenton,			1	94	33	57,232	4	111	180	38	195
Delta,				1		1,950	1		4	1	2
Eaton,		1	8	94	31	40,752	6	76	190	53	218
Emmet,						75					4
Genesee,	67 25	11	134	5		104,963	6	84	216	59	259
Grand Traverse,			4	16		4,653		22	47	6	36
Grafton,	8 00		19	60		14,701	2	60	54	18	104
Hillsdale,	2 50	10	16	144	6	117,218	4	107	295	85	264
Houghton,		1	7	1		48,460	1		43	5	27
Huron,			14	14		7,030		15	48	2	38
Ingham,	45 30		15	103	11	64,015	3	112	181	48	204
Ionia,		2	2	104	25	86,470	6	67	185	62	218
Iosco,				1		125			3		7
Isabella,	1 50		3	15		1,950		14	28	7	23
Jackson,	130 42	3	33	112	4	158,007	6	97	198	76	254
Kalamazoo,	84 87	1	15	114	5	118,493	4	71	184	63	232
Kent,	219 65	2	7	158	20	153,104	6	109	297	72	316
Keweenaw,	20 00		9	1		12,700	1	9	41	6	8
Lapeer,	62 80		1	89	22	29,952	3	63	140	35	182
Leelanaw,		1		4	8	2,490		12	22	8	16
Lenawee,	152 70	7	35	162	3	177,315	8	139	329	111	351
Livingston,	115 27	5	8	104	10	52,397	3	4	198	67	177
Mackinac,			4	1		1,250	1		7	5	2
Macomb,	101 00	2	12	91	5	71,790	9	95	195	52	173
Manistee,			1	2	8	18,580	1	1	19	3	13
Manitou,				4		200			4	3	2
Marquette,		1	7	1		29,900	3		64	10	14
Mason,			2	4		1,500		2	16	1	21
Mecosta,			5	20		4,285		24	45	2	35
Menominee,	8 50		2			1,560			30	1	4
Midland,			4	5		3,247		7	24	4	16
Monroe,	5 75	2	15	80	13	62,311	4	12	207	51	178
Montcalm,			34	32		18,557	2	52	96	16	101
Muskegon,			23	18		29,947	1	20	67	12	67
Newaygo,	26 00		22	13		15,437	1	14	66	13	48
Oakland,	53 64	13	16	196	6	155,429	8	99	214	114	340
Oceana,			13	17		7,115		3	58	6	47
Ontonagon,	1,107 50		4	2		9,200	4		4	6	9
Ottawa,		1	78	14		50,212	5		126	51	132
Saginaw,	240 36		6	67	18	151,238	4	55	163	31	150
Sanilac,		2	44	27		23,672	4	54	159	22	92
Shiawassee,		4	71	30		48,854	4	72	155	26	166
St. Clair,	71 22		3	106	26	76,226	4	108	319	43	211
St. Joseph,	3 15	1	16	98	2	101,014	6	61	252	75	185
Tuscola,		1	47	25		23,667	2	23	90	18	114
Van Buren,	28 50		2	118	10	72,373	6	14	180	50	223
Washtenaw,	201 00	7	38	114		279,500	7	71	216	61	266
Wayne,	4,790 76		34	117	1	310,758	7	39	329	83	277
Supplemental,			2			750		3	14	1	8
Total,	\$8,766 09	73	375	3509	665	\$3,361,567	179	2,884	7,432	2,007	7,377

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1867.

COUNTIES.	No. of months School by Male Teachers.	No. of months School by Female Teachers.	Av. Wages per month, of Male Teachers.	Av. Wages per month, of Female Teachers.	Total Wages paid to Male Teachers.	Total Wages paid to Female Teachers.	Value of Teachers' Board.
Allegan,	172.0	794.4	\$41.26	\$18.14	\$7,068.12	\$14,412.44	\$2,612.00
Alpena,	9.0	15.0	30.00	41.03	540.00	780.00	171.53
Antrim,	7.0	21.0	45.00	16.23	254.00	845.75	130.00
Barry,	173.7	680.0	31.87	15.44	4,450.80	10,503.80	2,810.25
Bay,	80.0	149.0	31.88	15.95	3,178.96	4,777.88	130.00
Berrien,	236.6	1003.1	44.91	20.65	10,722.04	20,714.59	3,085.00
Branch,	242.7	831.3	38.25	17.28	9,284.64	14,208.60	3,750.00
Calhoun,	250.0	1247.8	41.45	19.06	10,388.94	23,782.55	3,988.00
Cass,	248.2	623.0	42.48	20.00	10,688.47	12,522.55	1,082.00
Cheboygan,	9.4	8.5	44.21	50.20	420.00	416.66	65.00
Chtnton,	127.7	780.4	36.69	15.48	4,676.44	12,041.48	2,583.50
Delta,	4.0	8.0	45.00	60.00	180.00	180.00	.....
Easton,	175.5	790.7	38.72	16.81	6,796.68	12,106.29	3,035.25
Emmet, .....	.....	13.0	.....	9.11	.....	118.50	.....
Genesee,	199.0	961.0	45.68	17.45	9,380.28	16,821.28	4,234.00
Grand Traverse,	26.3	127.0	30.69	16.27	1,607.36	2,065.91	735.20
Gratiot,	45.5	841.4	34.26	13.87	1,661.60	4,737.01	1,256.50
Hillsdale,	290.1	1029.5	33.28	15.73	11,105.97	16,208.00	3,036.25
Houghton,	38.0	163.7	108.50	47.36	4,127.69	7,516.16	130.00
Huron,	2.7	182.2	37.98	36.42	102.56	5,222.32	319.00
Ingham,	182.2	764.6	43.81	15.37	7,892.70	11,754.98	2,769.24
Ionia,	238.2	779.3	40.61	18.42	9,078.15	14,856.06	3,968.25
Iosco, .....	.....	20.5	.....	22.46	.....	460.00	32.00
Isabella,	26.9	68.0	37.90	15.15	1,019.50	1,002.11	630.00
Jackson,	303.5	1087.9	47.85	20.45	14,520.29	21,630.24	3,297.00
Kalamazoo,	325.0	1061.0	41.18	19.87	9,267.40	20,772.10	2,450.50
Kent,	306.7	1263.2	46.41	23.34	14,285.23	26,004.44	5,067.75
Keweenaw,	49.5	67.4	81.81	61.94	4,025.00	3,500.91	.....
Lapeer,	102.2	664.4	35.00	14.84	3,583.83	10,162.83	3,056.75
Leelanaw,	29.1	49.0	22.51	18.20	655.30	750.50	239.00
Lenawee,	402.2	1421.3	39.04	19.46	15,719.82	27,662.73	5,553.00
Livingston,	233.3	646.8	33.24	13.98	7,766.82	9,042.94	2,863.50
Mackinac,	18.0	4.5	54.61	20.00	983.00	90.00	.....
Macomb,	215.0	698.7	43.78	13.46	9,413.26	12,862.64	1,511.00
Manistee,	12.0	45.0	48.84	24.20	580.12	1,089.00	143.00
Mahitow,	10.5	7.5	87.33	19.24	292.00	144.36	110.00
Marquette,	36.0	118.5	79.66	47.32	4,700.00	5,806.76	.....
Mason,	3.0	129.9	36.66	20.74	110.00	782.25	127.50
Mecora,	7.0	129.9	62.66	19.41	440.00	2,247.15	192.00
Menominee,	4.5	15.5	65.00	84.24	292.50	633.50	.....
Midland,	14.0	84.0	40.83	29.00	568.85	1,568.85	208.00
Monroe,	217.5	652.0	46.17	17.36	10,048.63	11,850.64	2,170.50
Montcalm,	54.0	364.1	33.06	15.32	1,730.71	5,580.68	2,460.25
Muskegon,	40.0	269.8	51.68	22.81	2,079.45	6,954.44	1,237.25
Newaygo,	48.0	163.8	51.25	16.97	2,480.20	2,779.96	1,261.40
Oakland,	440.0	1838.5	39.68	17.15	17,459.51	22,913.41	5,910.75
Oceana,	18.0	146.3	41.00	17.82	742.25	2,622.25	975.00
Ontonagon,	45.0	62.8	51.23	44.63	2,355.00	2,796.50	160.00
Ottawa,	226.8	848.7	41.34	19.87	9,276.78	10,848.17	2,632.25
Saginaw,	136.5	644.1	33.20	24.54	8,616.42	16,069.82	2,241.75
Sanilac,	92.5	345.2	34.52	18.62	3,193.07	6,427.96	636.40
Shiawassee,	130.2	366.3	43.60	16.81	5,651.75	9,856.58	1,745.30
St. Clair,	177.0	860.5	39.66	19.13	7,055.70	16,442.22	1,437.00
St. Joseph,	314.0	745.8	41.45	19.09	13,018.15	14,229.26	3,739.00
Tuscola,	70.0	373.3	43.87	17.25	3,067.45	6,440.27	1,602.00
Van Buren,	166.8	795.2	39.25	19.84	7,767.95	15,440.54	2,867.50
Washtenaw,	376.9	1397.0	43.71	20.93	17,466.96	26,156.13	3,637.00
Wayne,	371.1	1600.0	60.01	31.03	22,828.41	51,502.82	1,974.00
Supplemental,	8.0	17.5	.....	.....	73.00	280.64	130.00
Total,	7081.0	29729.0	\$44.03	\$19.48	\$338,303.84	\$579,830.17	\$102,680.91

FINANCIAL REPORT—RECEIPTS.

COUNTIES.	Moneys on hand September 3d, 1906.	Two Mill Tax.	Primary School Fund.	Rate Bills.	Tuition of Non-resident Scholars.
Allegan,.....	\$3,548 30	\$3,604 43	\$3,604 37	\$2,787 58	\$275 43
Alpena,.....	190 00	1,112 41	1,112 74	26 00	.....
Antrim,.....	276 39	481 51	79 55	181 80	.....
Barry,.....	2,075 81	3,272 58	2,731 28	2,906 40	210 33
Bay,.....	1,654 97	2,683 92	1,043 14	143 00	25 00
Benjamin,.....	4,981 57	8,654 70	8,177 05	8,800 00	260 43
Branch,.....	2,967 73	7,518 94	3,839 07	3,177 04	707 00
Calhoun,.....	4,553 79	11,837 94	5,006 29	4,835 27	471 00
Cass,.....	3,584 50	7,166 25	3,647 70	4,565 67	745 00
Cheboygan,.....	97 78	150 78	90 45	95 28	23 25
Clinton,.....	2,487 46	4,974 50	2,508 51	2,435 72	445 75
Delta,.....	.....	200 00	.....	88 70	.....
Eaton,.....	1,699 24	5,862 06	3,383 42	2,717 96	602 53
Emmet,.....	.....	.....	.....	.....	.....
Genesee,.....	4,364 73	8,408 41	4,354 70	3,083 66	785 02
Grand Traverse,.....	373 94	607 31	332 45	958 02	54 00
Gratiot,.....	1,310 80	1,137 64	1,247 57	481 70	30 00
Hilldale,.....	7,029 49	11,105 86	5,258 45	4,975 38	402 29
Houghton,.....	2,211 11	3,857 47	909 12	530 50	184 75
Huron,.....	1,069 12	1,844 78	656 12	600 92	8 00
Ingham,.....	2,542 78	6,109 36	3,201 64	2,728 78	325 26
Ionia,.....	2,196 82	7,517 50	3,512 17	4,206 56	1,123 75
Iosco,.....	15 50	278 61	83 81	237 20	.....
Isabella,.....	235 05	621 04	183 59	400 91	15 25
Jackson,.....	2,655 89	8,520 08	5,008 15	3,860 76	1,471 90
Kalamazoo,.....	6,918 46	10,232 23	4,557 52	3,245 58	825 36
Kent,.....	6,054 01	12,509 25	5,999 50	5,521 45	1,615 97
Keweenaw,.....	944 08	2,648 78	711 84	.....	.....
Lapeer,.....	1,242 84	4,051 27	2,083 20	1,967 33	105 00
Leelanau,.....	311 11	316 00	237 58	397 08	35 34
Leonia,.....	10,638 34	20,245 04	6,767 93	4,398 86	1,103 23
Livingston,.....	1,160 06	6,127 86	3,048 55	4,344 00	219 21
Mackinac,.....	150 24	417 13	293 10	113 38	.....
Macomb,.....	3,393 96	9,863 91	4,506 06	1,800 06	611 25
Manistee,.....	1,640 48	785 19	379 81	250 28	19 57
Manitou,.....	96 62	99 00	171 06	115 61	21 00
Marquette,.....	3,631 21	2,184 65	567 08	.....	.....
Mason,.....	108 10	75 08	14 65	302 15	14 25
Mecklenburg,.....	617 50	1,028 99	378 26	604 43	35 50
Menominee,.....	375 28	302 60	78 88	.....	.....
Midland,.....	740 57	1,352 52	161 25	.....	.....
Monroe,.....	2,432 70	7,659 05	4,018 63	1,671 03	645 43
Montcalm,.....	1,380 13	2,754 51	1,147 08	1,372 96	185 00
Missaukee,.....	1,121 42	3,148 28	946 52	942 74	15 25
Newaygo,.....	1,241 82	1,35 70	471 55	698 39	75 43
Oakland,.....	7,307 07	12,384 09	6,553 23	5,775 25	1,387 75
Oceana,.....	1,808 19	789 70	240 05	871 12	7 37
Ontonagon,.....	1,448 17	2,034 95	619 20	.....	.....
Ottawa,.....	2,126 56	3,311 90	2,799 92	2,510 87	116 00
Raglan,.....	9,412 41	2,901 73	3,122 59	1,341 85	17 25
Sanilac,.....	2,218 22	3,609 95	1,704 31	1,002 14	47 00
Shiawassee,.....	1,356 03	4,386 86	2,477 61	2,068 14	280 57
St. Clair,.....	6,324 77	7,333 94	4,935 47	1,112 10	100 34
St. Joseph,.....	3,478 19	11,770 39	3,935 30	2,226 74	765 07
Tuscola,.....	2,479 76	2,180 61	1,285 17	1,330 00	404 00
Van Buren,.....	3,969 03	6,386 99	3,440 00	3,569 68	807 27
Washtenaw,.....	10,192 00	18,528 87	5,763 13	3,060 31	2,819 35
Wayne,.....	44,319 50	9,447 93	13,155 72	4,635 15	901 02
Supplementary,.....	79 13	79 72	125 22	.....	.....
Total,.....	\$192,802 02	\$289,967 63	\$142,913 25	\$107,170 91	\$21,557 23

FINANCIAL REPORT—RECEIPTS.

COUNTIES.	District Tax to Pay Teachers' Wages.	Other District Taxes.	Tax on Dogs.	Raised from all other Sources.	Total Resources for the Year.
Alcona,.....	9,015 37	13,150 40	1,064 85	7,595 02	47,915 96
Alpena,.....	.....	980 00	.....	7 00	2,360 15
Antrim,.....	36 60	245 80	.....	100 00	1,246 36
Barry,.....	3,670 94	6,622 36	829 15	3,483 36	23,876 53
Bay,.....	3,333 00	21,044 71	.....	305 06	30,123 78
Berrien,.....	12,926 59	13,165 23	1,144 92	19,367 14	70,367 97
Branch,.....	3,776 59	12,067 61	999 81	5,489 34	46,395 12
Calhoun,.....	12,123 21	19,209 89	991 30	19,698 00	73,384 15
Cass,.....	4,890 81	10,520 40	1,198 99	8,150 69	43,633 48
Cheboygan,.....	221 00	204 20	.....	302 00	1,214 71
Clinton,.....	4,325 96	16,283 12	904 75	2,250 89	37,069 55
Delta,.....	180 00	140 00	.....	.....	583 70
Eaton,.....	4,814 87	7,465 03	950 23	3,677 26	31,706 16
Emmet,.....	.....	.....	.....	88 50	88 50
Genesee,.....	11,168 22	14,966 60	301 43	2,183 51	40,348 73
Grand Traverse,.....	473 00	1,737 00	89 53	819 61	3,940 13
Gratiot,.....	2,678 68	4,660 70	342 44	1,420 68	12,146 63
Hillsdale,.....	4,913 97	9,435 90	838 22	6,004 01	50,000 41
Houghton,.....	4,740 41	14,385 48	.....	6,985 00	32,305 23
Huron,.....	555 00	1,108 81	108 43	263 55	5,691 85
Ingham,.....	7,495 61	12,516 25	762 46	3,003 48	39,446 48
Ionia,.....	6,222 24	10,529 08	826 35	3,696 50	51,006 62
Iosco,.....	.....	472 08	.....	.....	1,069 14
Isabella,.....	280 73	707 36	.....	301 60	2,654 37
Jackson,.....	6,487 92	39,484 24	901 92	3,815 55	73,373 75
Kalamazoo,.....	10,593 25	23,897 00	1,064 43	5,837 87	64,399 57
Kent,.....	20,970 84	17,296 80	933 66	44,589 96	116,030 58
Keweenaw,.....	4,638 00	2,600 00	.....	1,555 48	13,211 19
Lapeer,.....	4,011 35	5,919 41	.....	980 04	21,167 12
Leelanaw,.....	127 85	254 10	127 15	286 34	2,198 96
Leona,.....	14,282 37	20,268 60	1,408 80	33,243 22	112,781 43
Livingston,.....	1,644 37	7,837 93	485 37	1,416 22	26,713 95
Mackinac,.....	400 00	180 80	.....	.....	1,422 25
Macomb,.....	4,318 35	21,228 28	783 36	3,333 00	40,967 69
Manistee,.....	829 00	6,441 55	.....	1,196 68	11,491 32
Manitowish,.....	.....	.....	.....	181 42	612 31
Margaret,.....	4,250 00	10,300 88	.....	1,423 43	23,183 92
Mason,.....	115 00	144 77	10 00	266 26	1,065 07
Mayo,.....	232 48	322 18	21 80	1,292 79	4,697 15
Menominee,.....	240 00	400 00	.....	232 02	1,719 15
Midland,.....	151 00	695 00	2 00	553 26	3,062 61
Monroe,.....	6,339 46	6,796 44	1,395 68	3,296 48	35,445 23
Montcalm,.....	1,480 25	4,165 75	122 48	1,645 01	13,903 09
Montcalm,.....	4,002 80	10,236 94	163 37	684 15	21,097 99
Newaygo,.....	1,665 80	4,464 01	98 22	701 70	10,547 17
Oakland,.....	7,623 83	26,364 23	612 01	11,762 05	57,352 97
Oceana,.....	1,094 84	1,733 69	118 20	686 31	6,176 73
Ontonagon,.....	4,325 87	1,893 23	.....	195 00	11,096 43
Ottawa,.....	10,845 43	11,123 43	754 37	1,333 40	37,163 38
Saginaw,.....	10,597 73	22,161 59	215 24	40,900 35	91,493 50
Sanilac,.....	3,305 96	3,304 55	308 85	2,245 42	22,788 49
Shiawassee,.....	6,068 20	7,512 04	314 43	3,765 91	28,499 23
St. Clair,.....	11,006 40	10,317 23	995 97	9,606 64	52,408 42
St. Joseph,.....	9,794 28	9,065 44	1,082 37	3,130 86	45,005 31
Tuscola,.....	3,101 55	5,082 20	119 01	1,810 93	17,947 43
Van Buren,.....	7,016 74	15,445 62	1,031 57	2,636 52	44,363 15
Washtenaw,.....	18,304 72	25,844 26	1,355 13	18,982 24	104,684 43
Wayne,.....	52,550 81	20,500 62	9 06	35,344 53	191,476 06
Supplementary,.....	87 00	23 00	.....	.....	484 07
Total,.....	\$333,542 13	\$541,462 05	\$25,512 92	\$331,082 65	\$2,011,293 01

FINANCIAL REPORT—EXPENDITURES.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairs, and on Debt for same.	Paid for other purposes.
Allegan,	\$6,929 79	\$12,926 41	\$12,821 73	\$7,282 13
Alpena,	540 00	558 74	726 41	562 06
Antrim,	294 00	345 75	242 35	81 78
Barry,	5,436 79	10,563 41	7 917 15	2,444 32
Bay,	3 273 96	4,567 77	10,686 91	6,963 21
Berrian,	10,798 16	20,315 32	19,475 33	12,494 10
Branch,	9,001 86	14,507 41	16,612 19	6,117 85
Calhoun,	10,617 64	22,381 81	33,384 36	9,066 49
Cass,	10,227 12	12,453 17	7,143 81	11,433 17
Cheboygan,	309 00	416 66	309 71	44 73
Clinton,	4,504 81	10,358 81	7,204 47	8,537 47
Delta,	180 00	180 00	100 00	128 70
Eaton,	6,748 80	11,860 97	14,546 65	3,321 69
Emmet, .....	.....	88 50	.....	.....
Genesee,	9,951 75	15,915 15	12,526 70	7,942 18
Grand Traverse,	1,056 81	1,600 17	1,611 67	213 20
Gratiot,	1,650 94	4 268 86	2,399 85	1,560 52
Hillsdale,	11,111 78	17,080 04	10,559 45	5,772 42
Houghton,	4,027 09	75,187 71	5,249 07	12,795 50
Huron,	102 56	3,199 35	728 19	665 92
Ingham,	7,867 40	11,518 45	7,562 62	7,415 01
Ionia,	9,627 87	13,921 79	17,439 44	6,420 78
Iosco, .....	.....	509 00	63 44	9 01
Isabella,	1,002 55	842 96	171 94	297 00
Jackson,	14 529 29	21,324 00	13,103 40	13,391 12
Kalamazoo,	9,260 18	20,097 62	18,965 93	6,098 96
Kent,	14,062 50	28,143 02	48,446 96	16,105 42
Keweenaw,	3,320 00	3,282 91	1,900 65	1,805 12
Lapeer,	3,428 40	10,011 36	5,291 42	2,139 51
Leelanaw,	615 20	740 60	228 40	49 18
Leosawee,	16,331 55	23,755 28	46,374 70	11,407 64
Livingston,	7,589 83	8,854 71	6,149 32	2,133 85
Mackinac,	963 00	90 00	115 00	200 24
Macomb,	9,494 28	12,531 23	8,953 06	4,090 46
Manistee,	580 12	1,048 50	7,151 55	1,667 16
Manitou,	386 00	144 36	55 00	29 95
Marquette,	4,770 00	5,543 76	6,796 57	2,738 59
Mason,	110 00	687 95	218 21	15 70
Meosota,	440 00	2,204 06	1,063 26	437 41
Menominee,	292 50	963 50	437 61	156 74
Midland,	503 85	1,457 08	344 82	310 17
Monroe,	9,943 63	11,662 25	5,516 19	3,361 59
Montcalm,	1,730 71	5,299 05	2,393 08	2,334 22
Muskegon,	2,079 45	6,741 99	5,533 45	4,406 38
Newaygo,	2,480 20	2,684 46	3,600 77	1,007 54
Oakland,	17,436 74	24,422 03	23,028 13	12,912 51
Oceana,	758 15	2,133 67	1,846 65	706 81
Ontonagon,	3,655 00	2,733 25	703 27	1,255 26
Ottawa,	9,123 03	10,303 41	9,509 75	3,041 73
Saginaw,	8,581 67	16,063 19	24,335 38	14,633 20
Sanilac,	3,167 77	6,430 91	6,496 27	3,040 51
Shiawassee,	5,343 73	9,424 55	8,065 63	4,256 95
St. Clair,	7,055 70	16,500 16	10 327 63	8,671 60
St. Joseph,	13,042 39	13,322 43	6,575 71	6,990 36
Tuscola,	3,083 42	6,004 10	4,494 91	1,732 39
Van Buren,	6,767 95	12,909 56	11,265 37	7,788 57
Washtenaw,	17,244 01	25,800 92	31,809 17	17,418 53
Wayne,	21,917 55	50,764 62	29,274 13	17,451 32
Supplementary,	83 00	280 64	2 40	33 39
Total,	\$336,054 98	\$572,234 52	\$546,437 30	\$337,791 08

FINANCIAL REPORT—EXPENDITURES.

COUNTIES.	Amount on hand Sep- tember 30, 1887.	Total Expenditures for year, including amt on hand.	Total Indebtedness of the District, Sep- tember 30, 1887.
Allegan,.....	\$5,536 45	\$47,929 40	\$4,480 52
Alpena,.....	12 34	2,350 15	1,099 15
Antrim,.....	384 12	1,843 93	.....
Barry,.....	2,204 28	23,808 99	4,673 10
Bay,.....	4,827 67	30,210 38	9,573 88
Berrien,.....	6,573 33	70,267 35	25,561 07
Branch,.....	2,537 76	46,862 07	19,779 54
Calhoun,.....	13,901 18	78,123 67	17,998 04
Cass,.....	2,860 91	43,621 41	11,151 10
Cheboygan,.....	44 61	1,214 71	413 00
Clinton,.....	4,904 30	37,067 64	15,444 13
Delta,.....	.....	688 70	.....
Easton,.....	3,639 09	31,652 05	13,393 85
Emmet,.....	.....	88 50	80 00
Genesee,.....	3,316 20	49,247 55	6,914 86
Grand Traverse,.....	375 49	4,939 07	332 31
Gratiot,.....	1,735 22	12,220 24	2,935 19
Hillsdale,.....	6,630 21	60,081 22	.....
Houghton,.....	2,616 89	33,305 33	14,061 62
Huron,.....	989 34	5,691 39	609 16
Ingham,.....	5,603 37	39,473 81	2,176 84
Ionia,.....	4,321 32	51,666 91	18,167 76
Iosco,.....	495 70	1,069 14	12 03
Isabella,.....	341 55	2,254 43	397 22
Jackson,.....	13,243 96	72,820 69	11,755 17
Kalamazoo,.....	10,799 03	64,811 85	2,636 97
Kent,.....	8,557 6	115,620 56	17,929 93
Keweenaw,.....	2,391 91	13,211 19	2,576 35
Lapeer,.....	1,639 09	21,167 52	3,621 12
Leelanaw,.....	571 61	2,199 85	40 11
Leonsawee,.....	10,267 52	112,748 15	44,153 62
Livingston,.....	2,099 70	26,113 24	3,186 40
Mackinac,.....	75 50	1,522 85	.....
Macomb,.....	6,170 27	40,957 59	6,299 09
Manistee,.....	1,754 56	11,491 69	6,610 45
Manitou,.....	.....	612 31	79 00
Marquette,.....	2,391 09	22,189 92	2,069 45
May,.....	38 91	1,056 07	155 35
Mecon,.....	680 04	4,633 75	247 25
Menominee,.....	86 90	1,719 15	96 80
Midland,.....	1,037 22	3,652 61	483 16
Monroe,.....	4,954 80	35,445 25	2,353 33
Montcalm,.....	1,718 17	13,899 36	1,606 00
Muskegon,.....	1,313 19	21,097 97	9,305 19
Newaygo,.....	752 95	10,597 17	2,325 31
Oakland,.....	6,173 42	37,966 09	11,233 46
Ocean,.....	679 23	6,170 72	1,450 42
Ontonagon,.....	1,928 66	11,017 42	131 62
Ottawa,.....	3,248 54	37,009 59	7,112 65
Saginaw,.....	23,182 94	91,490 15	49,641 17
Sanilac,.....	3,304 55	22,788 86	2,176 77
Shiawassee,.....	1,708 10	23,499 23	6,661 40
St. Clair,.....	9,915 39	52,407 34	7,131 96
St. Joseph,.....	4,517 30	45,035 46	7,824 18
Tuscola,.....	2,733 51	17,947 42	3,323 57
Van Buren,.....	6,103 33	44,366 80	12,203 33
Washtenaw,.....	13,427 47	104,731 06	26,132 73
Wayne,.....	72,316 68	191,438 08	17,050 74
Supplementary,.....	90 74	494 67	68 36
Total,.....	\$203,156 00	\$2,011,925 35	\$333,476 98

**ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES,
FOR 1867.**

COUNTIES.	No. of Volumes added to Town Library.	No. of Vols. in Town Library.	No. of new Districts.	No. of Meetings held by Inspectors.	No. of Select Schools.	No. attending Select Schools.	Am't voted at Spring Election for Libraries.	Am't of fines, etc., received from County Treas'r, for Libraries.	Amount paid for Books for Libraries.	Amount paid Board of Inspectors.
Albegan,	60	2276	7	63	6	190	.....	\$173 04	\$75 08	\$221 87
Alpena, .....	.....	.....	.....	8	2	83	.....	.....	.....	25 00
Antrim,	21	210	3	11	1	8	127 50	.....	96 75	25 00
Barry, .....	.....	870	4	53	3	87	.....	50 71	.....	113 25
Bay, .....	.....	40	2	27	9	260	.....	.....	.....	90 00
Benning,	31	2688	2	70	6	160	25 00	421 08	40 41	178 50
Branch, .....	.....	200	3	77	1	20	.....	.....	.....	181 00
Calhoun,	323	1159	5	85	14	640	300 00	515 80	418 00	175 70
Cass,	2	700	5	58	3	49	.....	292 03	7 50	142 50
Cheboygan, .....	.....	130	1	4	.....	.....	.....	.....	.....	.....
Clinton,	6	604	3	61	2	50	.....	.....	.....	197 50
Delta, .....	.....	.....	.....	2	2	30	300 00	.....	.....	.....
Easton, .....	.....	1039	2	57	10	239	27 75	.....	.....	125 00
Emmet, .....	.....	21	1	6	.....	.....	.....	.....	.....	17 00
Genesee, .....	.....	240	5	56	6	95	.....	.....	.....	154 50
Gr. Traverse, .....	.....	119	7	21	1	18	.....	47 82	.....	60 79
Gratiot, .....	.....	63	6	42	4	57	25 00	15 86	.....	143 75
Hillsdale, .....	.....	350	1	63	3	180	.....	.....	.....	193 75
Houghton, .....	.....	485	4	26	1	200	.....	110 20	.....	86 00
Huron,	18	185	4	21	5	155	.....	23 23	32 00	47 00
Ingham, .....	.....	300	2	93	7	240	79 02	71 94	.....	93 65
Ionia, .....	.....	810	1	64	12	240	.....	.....	.....	150 75
Iosco,	64	100	1	6	2	54	25 00	.....	65 00	2 00
Isabella, .....	.....	5	4	15	.....	.....	125 00	.....	.....	41 00
Jackson, .....	.....	450	.....	96	5	140	.....	1297 87	.....	328 45
Kalamazoo,	40	740	5	62	5	183	.....	944 65	75 00	126 50
Kent, .....	.....	3099	7	107	11	285	.....	73 40	.....	261 25
Keweenaw, .....	.....	250	.....	11	3	87	.....	.....	151 49	.....
Lapeer, .....	.....	552	7	54	2	60	.....	25 47	5 50	185 75
Leelanaw, .....	.....	372	7	24	2	46	.....	17 74	82 00	58 50
Lenawee,	174	6064	2	82	11	535	70 00	568 87	227 37	244 00
Livingston, .....	.....	1310	2	47	2	70	.....	49 87	.....	122 00
Mackinac, .....	.....	451	2	7	2	60	.....	.....	.....	8 00
Macomb, .....	.....	527	.....	35	3	168	.....	.....	.....	112 50
Manistee, .....	.....	144	7	14	4	170	.....	.....	.....	62 77
Manitou, .....	.....	.....	1	6	.....	.....	.....	8 66	.....	30 00
Marquette,	204	387	.....	6	.....	.....	.....	628 60	304 20	.....
Mason,	20	182	4	8	1	.....	25 00	35 00	.....	17 00
Mecosta,	159	355	4	25	.....	.....	25 00	.....	206 35	47 50
Menominee, .....	.....	2	.....	2	.....	.....	.....	327 56	.....	4 00
Midland, .....	.....	70	.....	11	.....	.....	.....	.....	.....	31 00
Monroe,	179	4043	1	69	8	347	.....	804 43	315 51	161 50
Montcalm,	72	270	6	57	2	43	.....	262 66	100 00	158 15
Muskegon,	77	186	3	32	1	15	10 00	.....	140 00	80 40
Newaygo,	120	1220	9	39	.....	.....	.....	28 28	164 00	90 25
Oakland, .....	.....	2094	.....	84	4	146	.....	21 51	.....	183 20
Oceana, .....	.....	148	.....	35	3	40	.....	.....	.....	106 25
Ontonagon, .....	.....	78	.....	57	4	108	100 00	51 64	.....	8 00
Ottawa,	73	1217	3	67	4	140	26 00	98 57	111 94	116 50
Saginaw,	163	1255	8	100	20	962	775 00	59 00	238 35	234 75
Sanilac,	10	1259	3	49	3	67	75 00	109 71	15 00	113 50
Shiawassee, .....	.....	591	.....	68	1	34	.....	.....	.....	157 50
St. Clair,	71	2434	2	65	3	68	.....	304 41	128 56	211 50
St. Joseph, .....	.....	700	2	61	8	75	.....	90 56	.....	180 75
Tuscola,	18	957	8	42	.....	.....	22 33	10 34	15 63	119 25
Van Buren,	2	1085	5	70	7	172	50 00	136 10	11 00	108 50
Washtenaw,	6	3035	2	73	4	215	.....	25 52	22 00	168 70
Wayne,	254	5123	3	85	24	3450	3194 31	441 03	289 50
Total,	2184	52838	182	2554	257	10708	\$2211 27	\$10976 21	\$2402 51	\$4645 41

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